

**IMPROVING THE SPEAKING SKILLS OF
GRADE VIII STUDENTS OF SMP N 1 SEMANU
IN THE ACADEMIC YEAR OF 2012/2013
THROUGH GUESSING GAMES**

A THESIS

**Presented as a Partial Fulfillment of Requirements
for the Attainment of *Sarjana Pendidikan* Degree in English Education**



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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya itu menjadi tanggung jawab saya.

Yogyakarta, 16 September 2013

Penulis,



Armi Setyasih

MOTTOS

Difficult doesn't mean impossible.
It simply means that you have to work hard.

If you never try,
you will never know

Keep trying
Keep reaching
Keep dreaming

I can and I will

DEDICATIONS

This thesis is dedicated to:

- My beloved Mom and Dad:
Suparmi and Sunarja
- My beloved husband:
Ariyanto
- My beloved son:
Hafiz Luthfi Pratama
- My beloved brother and sister:
Rohmat Setiawan
Karunia Hamidah
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I hope that this will give contributions for the field of study, especially for the English teaching and learning. However, I realize that this writing is still far from being perfect. Therefore, all criticisms and suggestions will be appreciated.

Yogyakarta, September 16, 2013

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ABSTRACT

This action research is aimed at improving speaking skills of Grade VIII students of SMP N 1 Semanu in the academic year of 2012/2013 through guessing games. It attempts to improve students' involvements in speaking activities and making them accustomed to practicing English orally.

To achieve the objectivity, the researcher worked collaboratively with the English teacher and the students as the members of the research. The main subjects of this research were 32 Grade VIII students of SMP N 1 Semanu in the academic year of 2012/2013 on the second semester. This research lasted for eight meetings which consisted of two cycles by implementing various data collection techniques. The data were in the form of qualitative and quantitative data. The qualitative data were collected through observation, interview and open-ended questionnaires. They were analyzed by assembling the data, coding the data, comparing the data, building interpretations and reporting the outcomes. Meanwhile, the quantitative data were in the form of students' speaking scores. The speaking tests were administered before the research, at the end of Cycle 1 and at the end of Cycle 2. The mean of the scores proved the speaking skills' improvements of the students. The presented data were also valid and reliable, since the researcher met both of the validity and reliability of the qualitative and quantitative data.

Based on the research conducted, the use of guessing games successfully improved the students' speaking skills. In Cycle 1, the guessing games were played in a group of eight. Most the students were eager to be volunteers and tried to speak English actively. However, there were some students were less active in the speaking activity. It was because the speaking opportunity did not spread well throughout the students, since the more active students always grabbed it faster. In Cycle 2, the guessing games were played in the smaller group. It encouraged the less active students to speak more. The speaking opportunity spread well throughout the students. The results of the students' speaking scores proved that the students' speaking skills improved. The mean of the students' speaking scores improved from 17.78 in the Pre-Test to 20.69 in the Post-Test 1 and to 25.03 in the Post-Test 2. Besides, implementation of the guessing games and interesting media and lesson topics also improved the students' motivation and involvement in speaking.

CHAPTER I INTRODUCTION

A. Background to the Research

Studying a new language, in this case is English as a foreign language, means studying how to use the language to communicate. A success of language learning can be seen from the students' fluency in English. Yet, it does not mean that the students have to merely master speaking skills. They have to be able to communicate in English, both in written and spoken forms. Hence, in the English teaching and learning, the students have to develop their four language skills: reading, writing, listening and speaking.

One of the skills that students have to master is speaking. However, mastering speaking skills are regarded as a difficult thing to do, although the students have learned English for years. Most of the students, including SMP students, still have some difficulties in speaking. It is difficult for them to express ideas or respond to meanings orally and spontaneously.

Based on the standard of competences and basic competences of English curriculum 2006 in Indonesia, ideally, the SMP students have to be able to express several meanings in the simple transactional and interpersonal conversations using several kinds of simple spoken language accurately, fluently and appropriately to interact with the closest community. It means that the students have to participate actively in their speaking class in order to be able to communicate in wider communities later.

However, there are many problems that make speaking difficult. Those problems are not only coming from the students, but also from the teacher. The students think that speaking is complicated. It needs a lot of competences, such as vocabulary, grammatical sentences, correct pronunciations and intonations and high self-confidence. In addition, the teacher tends to allocate most of the activities in reading and learning grammar in order to meet national examination demands. Besides, most of the speaking activities are monotonous.

The students in SMP N 1 Semanu still have some difficulties in speaking as well. Most of the students think that they do not have enough vocabulary to start and continue their words. They also think that their pronunciation and intonation are not good enough to speak. Even, they do not have enough bravery to speak. They always full of hesitations in their speech, showing that they do not have enough self-confidence.

Nevertheless, the English teachers have big roles in students' speaking performances too. In SMP N 1 Semanu, the English teachers tend to focus the activity in the classroom on helping the students past their national examinations. It makes the students not accustomed to practicing English orally. Moreover, most of the speaking activities are monotonous and less interesting. There are only some activities that motivate students to speak actively. Hence, students do not have enough opportunities to use English orally and spontaneously.

Considering all those previous problems in speaking, it seems that Grade VIII students of SMP N 1 Semanu have to improve their speaking skills by employing an interesting speaking activity. That activity should be fun, able to give a lot of

opportunities to the students to use English orally and spontaneously, able to reduce the students' stress by allowing some small mistakes, challenging and interesting. Therefore, this research is aimed at improving students' speaking skills through guessing games.

B. Identification and Delimitation of the Problem

Based on the observation of Grade VIII students of SMP N 1 Semanu, some problems related to students' speaking skills were found. Those problems are not only coming from the students, but also from the teacher. All of those problems can be identified into five main problems.

The first problem comes from the students. They have a lot of speaking anxiety. They concern their speech more on vocabulary they will use or how to construct grammatical sentences. They are also afraid of expressing or responding to meanings orally, although they understand some expressions they should use. They think that their pronunciation is poor. They are afraid to make the interlocutors do not understand their words. So, the students need to increase their self-confidence in speaking by training them to use English more spontaneously.

The second problem comes from the English teachers. They allocate most of the teaching activities on reading and learning grammar. Their main aim of teaching is helping students to pass their national examinations. The teachers rarely focus the English learning on speaking activity. Those make the students not accustomed to using English orally. They tend to learn English in written forms rather than try it orally and spontaneously in the real situation.

The third problem is the speaking activity. Most of the speaking activities cannot encourage students to use English they learned spontaneously. Some of the activities are only completing dialogues, making dialogues based on the situations or clues given and acting out the dialogues before the class. Those are not really effective to facilitate students to use language freely and to reduce their speaking anxiety. So, students cannot overcome their fears of making mistakes in using the language.

The forth problem is the teaching technique in speaking. The English teachers tend to ask students to learn a lot of expressions in written form without telling and training them to use those expressions in the real situations orally. Hence, students are only able to determine expressions they should use in such situations, but too afraid to express them orally and spontaneously. The students are afraid of making mistakes in their speech, because they tend to learn English in written form.

The fifth problem is the speaking assessment. The English teachers of SMP N 1 Semanu rarely assess students' speaking performances. They also rarely give positive or negative feedbacks to students. It discourages students' motivation to improve their speaking skills. They think that being able to speak in English is less important than mastering reading and grammar items, since they only think that they have to pass their final examination later.

Unfortunately, because of limitation of time and ability, it is impossible to deal with all of those problems. This study will focus more on one of students' speaking problems, which is the speaking activity. To encourage students'

motivation in speaking, the teachers should create an activity which is fun, challenging, giving a lot of opportunities in using the language, allowing small mistakes and errors and motivating students. Moreover, the teachers should develop a comfortable atmosphere in each speaking activity. Hence, this study implements guessing games as an effort to improve students' speaking skills.

C. Formulation of the Problem

Based on the identification and delimitation of the problem, the problem of this research can be formulated as:

How can the guessing games be implemented to improve the speaking skills of Grade VIII students of SMP N 1 Semanu in the academic year of 2012/2013?

D. Objective of the Research

The objective of this research is to improve the speaking skills of Grade VIII students of SMP N 1 Semanu in the academic year of 2012/2013 through guessing games.

E. Significances of the Research

It is expected that the results of this research could be useful for:

1. The English teachers of SMP N 1 Semanu to choose the best techniques in improving students' speaking skills.
2. The students of SMP N 1 Semanu to improve their motivation in speaking and to improve their speaking skills.

3. Other researchers, especially for the students of English Department as a starting point to carry out the other studies.

CHAPTER II

LITERATURE REVIEW

It has been mentioned in the previous section that the aim of this research is to improve students' speaking skills. Thus, in this section will be discussed some theories of speaking skills, teaching speaking to SMP students, problems in teaching speaking, effective speaking activities and guessing games. In addition, review on related research studies will be highlighted followed by the conceptual framework.

A. Review of Theories

1. Speaking Skills

a. Definition of Speaking Skills

Speaking skills is one of the English macro skills besides listening, reading and writing. Speaking skills demand that the students be able to express ideas and respond to meanings orally. Mastering speaking skills represents the success of language learning, since the main aim of language learning is to be able to communicate fluently.

Bygate in León and Cely (2010:15) states that "speaking is a skill that deserves attention as much as literary skills in both native and foreign languages". Besides, Chaney in Kayi (2006:1) says that "speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". Even, Thornbury (2004:1) emphasizes that "speaking is so much part of daily life that we take it for granted".

So, it can be said that speaking is a skill that should be mastered in order to be able to communicate in the daily life. It is a process of sharing meanings which involves many literary skills in both native and foreign languages. All people who learn a language should be able to use it to communicate orally by mastering speaking skills.

b. Importance of Speaking Skills

In English language learning, being able to speak in the target language is the main aim. Even, mastering speaking skills is regarded as a sign of the success of the language learning. Speaking skills enable students to communicate in the daily life. Therefore, they need to be able to improve their speaking skills.

Richards and Renandya (2002:201) explain that “a large percentage of the world’s language learners study English in order to develop proficiency in speaking”. Besides, Chuang (2009:150) highlights that “a learner’s end product of language learning is to be capable of speaking in the target language fluently”.

Hence, improving speaking skills is important for the students. They should be able to speak English fluently as a sign that they have learned English successfully. In the daily life, speaking is also important since most of the daily communication is done orally. So, the students should improve their speaking skills.

c. Speaking Skills Difficulties

As a productive skill, speaking skills is difficult to be learned, moreover by foreign language students. Speaking activities need a fluent conversation among the speakers. When the speakers cannot take their turn well, the conversation also cannot run well. Besides, there are a lot of competences included in the speaking skills. Those aspects are not only coming from the speaking activities in the classroom, but also the interaction between the speakers in the daily life.

Related to the conversation difficulties in speaking, Grice in Louma (2004) explains four maxims in the conversations:

- 1) Quantity : the speakers should give proper information, but not too much;
- 2) Quality : the speakers should give true information;
- 3) Relation : the speakers should give relevant information;
- 4) Manner : the speakers should speak in brief, clearly and in a good order.

Besides, Shumin in Richards and Renandya (2002:204) says that “speaking a language is especially difficult for foreign language learners because an effective oral communication requires the ability to use the language appropriately in social interactions”.

In line with Grice and Shumin, Brown (2001) mentions some factors which make speaking difficult. Those are clustering, redundancy, reduced forms, performance variables, colloquial language and rate of delivery, stress, rhythm, intonation and interaction. Moreover, he also adds other factors which should be considered in speaking: conversational discourse, teaching pronunciation, accuracy and fluency, affective factors and the interaction effect, Brown (2001).

In other words, although speaking is important in language learning, these skills are difficult to be learned, especially for the foreign language learners. That is because there are many aspects that should be considered in speaking. Learning speaking demands that the students be able to speak in social interactions appropriately. The students should also pay attention to some conversation maxims. Even, they should be aware of many other factors, such as intonation, pronunciation, accuracy, fluency and the affective factors in speaking.

d. Assessing Speaking Skills

Assessing speaking skills is important both for teacher and students. The teacher will be able to see students' speaking performances and display them in the form of scores. Besides, the teacher also will be able to find some students' difficulties in speaking along with their speaking improvement. Assessing speaking is also important for the students. It will arouse their motivation in improving speaking skills, since the students will be aware that improving speaking skills is as important as learning reading and grammar items.

However, assessing speaking is regarded as a difficult thing to do. It is because there are many factors included in the speaking performances. Some of them are students' self-confidence, speaking anxiety and hesitation, classroom atmosphere and speaking competences. Besides, it is also difficult to make some speaking criteria in gathering students' speaking scores.

Louma (2004) argues that speaking is an important curriculum in language teaching and an important object of assessment too. However, assessing speaking

is difficult to do. There are many factors should be considered in measuring students' speaking performances. Chuang (2009) states that "in English proficiency testing, oral performance appears to be one of the most difficult skills to assess since there are many external and internal factors that influence a rater's impression toward how well someone can speak a foreign language".

In addition, Chuang (2009) points out that the natural function of speaking is the meaningful message delivered rather than the use of language form. It means that being able to deliver message is more important than the grammatical sentences used. The small mistakes in sentences used can be ignored since the message can be delivered well. Louma (2004) offers activity cycle to assess the students' speaking performances. They are:

- 1) realizing that there is a need to assess speaking performances,
- 2) defining and developing what it is that needs to be assessed,
- 3) trying out and revising the tasks,
- 4) creating criteria and administration procedures,
- 5) setting up quality assurance procedures to help the teachers monitor everything happens in the assessment cycle,
- 6) doing test administration or test performance,
- 7) rating and evaluating performances based on the criteria made in the form of speaking scores.

Assessing speaking is important to do in language learning. It has many benefits both for the teacher and the students. However, assessing speaking is regarded as a difficult thing to do. There are many external and internal factors

included in the students' speaking performances. It is difficult to make a judge about the students' speaking performances and display them in such speaking scores.

Nevertheless, there are many strategies can be done by the teacher to assess students' speaking performances. First of all, the teacher should realize that assessing speaking performances is important. Then, the teacher should define and develop what will be assessed, try out and revise the tasks, create criteria and administration procedures, set up quality assurance procedures, do the test administration or test performance and rate and evaluate performances based on the criteria made in the form of speaking scores.

2. SMP Students

a. Definition of SMP Students

In Indonesia, SMP students are the students who study in the Junior High Schools. Their ages are around 12 to 15 years old. There are not children, but also not yet adults. They are in the transition age between child and adult.

Harmer (2001) states that adolescents are anyone who studies in secondary schools. Besides, Brown (2001) adds that teens are between childhood and adulthood.

Hence, it can be said that the SMP students are adolescents or teenagers. They are anyone who studies in the Junior High Schools and in the ages around 12 to 15 years old.

b. Characteristics of SMP Students

Teaching SMP students is not an easy thing to do. Since they are in the transition age between childhood and adulthood, they usually need to be free. They do not really like with some rules around them. In language learning, the SMP students often prefer keep calm, since they are easily affected by their peer comments. They tend to keep silent rather than get some embarrassment comments from their friends when they make mistakes. Those comments will be more affected the students rather than the teacher's comments. So, the SMP students are difficult to be motivated.

Harmer in Harmer (2001) explains that adolescents may push teachers to the limit, but they are much happier if the challenge is met. Adolescents need their teacher to help them to meet the challenge rather than shout at them. In addition, Harmer (2001) explains some characteristics of adolescents in language learning:

- 1) Adolescents search for individual identity. It provides the key challenge for them.
- 2) Adolescents need their peer approval rather than attention from their teacher.
- 3) Adolescents do not mention problems they bring into the class from outside school. However, they will much happier if such problems do not exist.
- 4) Adolescents are interested if they are engaged, have a great capacity to learn, a great potential for creativity, and a passionate commitment.

Furthermore, Brown (2001) offers a set of considerations that can be applied to teaching teens:

- 1) Around the age of twelve, intellectual capacity adds abstract operational thought. Therefore, if a student is attending to self, to appearance, to being accepted, to sexual thoughts, to a weekend party, or whatever, the intellectual task may suffer.
- 2) Teens have problem in their attention spans. Those attention spans are results of intellectual maturation. However, with many diversions present in a teenager's life, those potential attention spans can easily be shortened.
- 3) Varieties of sensory input are still important for teens. It is better if the lesson increase capacities for abstraction lessen the essential nature of appealing to all five senses.
- 4) The highest factors in teaching teens are surrounding ego, self-image, and self-esteem. Teens are fairly sensitive to how others identify their changing physical and emotional along with their mental capabilities. One of the most important concerns of the secondary school teacher is to keep self-esteem high by avoiding embarrassment of students at all costs, affirming each person's talents and strengths, allowing mistakes and other errors to be accepted, encouraging small group work where risks can be taken more easily by the teen.
- 5) Secondary school students increase their ability in immediate communicative contexts to dwell on grammar points or vocabulary items. However, the teacher should be careful to not to bore them with over analysis or to insult them with stilted language.

Because teaching SMP is not an easy thing, the teachers should consider the students characteristics in this age and pay attention to some considerations in teaching them. The SMP students usually need their peer attentions rather than their teachers'. They are also more interested in something fun and free. They are interested in something that expects them to meet a challenge. Therefore, the teachers have to consider some considerations in teaching SMP students by understanding their characteristics.

Those considerations can be used to create or choose appropriate activities in their language learning. The activities for the SMP students should have low risk, interesting, and give a lot of opportunities for them to use the language. Thus, the teachers are expected to be able to choose appropriate teaching techniques and create interesting activities for the SMP students based on their characteristics and its considerations.

3. Teaching Speaking to SMP Students

a. Materials

In teaching and learning activity, materials are the important things to be considered. In this case, the teachers should know well what materials are the SMP students needed to be mastered in speaking skills. Grade VIII of SMP students, ideally, has to be able to ask for and give simple information on their second semester. In addition, they have to be able to ask for and give opinion in English.

BSNP (2006:131) explains the standard of competence and basic competence of the speaking skills for Grade VIII of SMP students on the second semester:

Table 1: **Standard of Competences and Basic Competences**

STANDARD OF COMPETENCES	BASIC COMPETENCES
Speaking 9. Express several meanings in the simple transactional and interpersonal conversations to interact with the closest community.	9.1 Express several meanings in the simple transactional (<i>to get things done</i>) and interpersonal conversations using several kinds of simple spoken language accurately, fluently and appropriately to interact with the closest community in the form of asking for, giving and refusing help; asking for, giving and refusing things; asking for, giving and denying information; asking for, giving and refusing opinion and offering, accepting and refusing something.
	9.2 Express several meanings in the simple transactional (<i>to get things done</i>) and interpersonal conversations using several kinds of simple spoken language accurately, fluently and appropriately to interact with the closest community in the form of asking for and giving agreement; responding to statement; giving attention to the speaker; starting, extending and ending conversation and starting, extending and ending phone conversation.
10. Express several meanings in the short spoken monologue texts in the form of recount and narrative texts.	10.1 Express several meanings in the short spoken monologue texts accurately, fluently and appropriately to interact with the closest community
	10.2 Express several meanings in the short spoken monologue texts accurately, fluently and appropriately to interact with the closest community in the form of recount and narrative texts.

Hence, Grade VIII of SMP students on the second semester have to be able to express several meanings in the short spoken monologue texts accurately, fluently and appropriately to interact with the closest community in the form of recount and narrative texts. Besides, the students have to be able to express several meanings in the simple transactional and interpersonal conversations using several kinds of simple spoken language accurately, fluently and appropriately to interact with the closest community.

Those conversations are in the form of asking for, giving and refusing help; asking for, giving and refusing things; asking for, giving and denying information; asking for, giving and refusing opinion; offering, accepting and refusing something; asking for and giving agreement; responding to statement; giving attention to the speaker; starting, extending and ending conversation and starting, extending and ending phone conversation.

b. Teaching Technique

There are many teaching techniques used in teaching speaking. One of them is P-P-P (Presentation, Practice and Production). This technique is easy to be implemented in all English macro skills. The learning steps of this technique are well ordered. It starts from giving examples and presenting the language. Then, it drills students to practice the language. Finally, it gives opportunity for students to produce their own language.

Thornbury in Carless (2009:51) states that “P-P-P has a logic that is appealing to teachers and learners in that it reflects a notion of practice makes perfect,

common in many skills; it allows the teacher to control the content and pace of the lesson”. Besides, Eric in Carless (2009) argues that P-P-P denies differences between students, since it downplay students’ level differences.

In addition, Byrne in Carless (2009:51) explains the steps of P-P-P technique, “in short, the teacher presents new language items; the learners practice the items through drills, individual and choral repetition; and then produce the language for themselves, expressing what they want to say rather than what the teacher has directed them to say”. He also states that the steps do not have to be followed rigidly, depending on the level of students, their needs and the teaching materials being used, it also possible to move from production to presentation to practice, Byrne in Carless (2009).

In other words, P-P-P is a teaching technique which can be used to teach multi-level students. It implements the notion of practice makes perfect. This technique consists of three steps. The first P is presentation. Here, the teacher presents new language to be learned. The second P is practice. Here, the students practice the language under the teacher’s guidance. The last P is production. In this step, the students produce their own language. The steps in P-P-P are easy to be done and can be sorted based on materials and students’ need.

c. Problems

In Indonesia, SMP students are the students in the age of 12 to 15 years old. Teaching speaking to SMP students is not an easy thing because they are in the transition age from children to adult. In this age, the students are difficult to be

motivated. They are easily getting bored with some activities in the classroom. Besides, they are easily to be influenced by their environment, especially their friends. So, their learning behavior can be easily affected by their friends' reaction and comment to them rather than by the teacher.

There are many problems in teaching speaking to adolescents or teenagers. "..., teenagers are apathetic and difficult to be motivated", León and Cely (2010:16). Besides, Harmer (2001) explains some problems found in teaching adolescents. He says that:

- 1) the adolescents search for individual identity. Their peer approvals are considered more important for them rather than the attention of the teachers.
- 2) they are disruptive in class. It is caused by their need for self-esteem and peer approval or the boredom they feel.
- 3) they can cause discipline problems.

In addition, Brown (2001) reminds some problems when teaching teenagers:

- 1) Around the age of twelve, intellectual capacity adds abstract operational thought. The intellectual task may suffer when the students are attending to self, to appearance, to being accepted, to sexual thoughts, to weekend party or whatever.
- 2) As a result of intellectual maturation, the students' attention spans are lengthened.
- 3) The highest factor in teaching teenagers is surrounding ego, self-image and self-esteem. Teenagers are fairly sensitive to how others identify their changing physical and emotion along with their mental capabilities.

Based on the explanation above, it can be said that there are some problems found in teaching speaking to SMP students. The SMP students are difficult to be motivated. Their attention to the teacher is less important than their peer approval, because they are very sensitive to how their friends identify their behavior. Besides, they easily get bored and disruptive in class which are caused by their needs for self-esteem and peer approval.

d. Solutions

Considering all problems found in teaching speaking to SMP students, the English teachers have to find some strategies to solve those problems. Besides by understanding what meant by teaching speaking is, the teachers should understand their roles in teaching speaking. They should provide comfortable atmosphere and activity. Then, the speaking task should imitate real-life communication and provide a lot of opportunities to the students in using target language. In teaching speaking, the teacher should also considered many factors, including pronunciation, vocabulary, fluency and some students' affective factors.

Kayi (2006:1) argues that "..., today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance". Then, Nunan in Kayi (2006:1) adds that teaching speaking is to teach the students to:

- 1) Produce the English speech sounds and sound patterns
- 2) Use word and sentence stress, intonation patterns and the rhythm of the second language.

- 3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence.
- 5) Use language as a means of expressing values and judgments.
- 6) Use the language quickly and confidently with few unnatural pauses, which are called as fluency.

In addition, Brown (2001) mentions some considerations in teaching speaking. They are conversational discourse; pronunciation; accuracy and fluency; affective factors and interaction effect. Besides, learning speaking needs interaction and communicative language teaching is the best choice. Kayi (2006) states that many linguistics and ESL teachers agree on that student learn to speak in the second language by “interacting”. He adds that communicative language teaching and collaborative learning are the best choice, since they are based on real-life situations that require communication, Kayi (2006).

In addition, Kayi (2006:4) suggests many teachers’ roles in teaching speaking. They are:

- 1) Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- 2) Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- 3) Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- 4) Indicate positive signs when commenting on a student's response.
- 5) Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- 6) Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
- 7) Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- 8) Involve speaking activities not only in class but also out of class; contact parents and other people who can help.

- 9) Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- 10) Provide the vocabulary beforehand that students need in speaking activities.
- 11) Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

Then, he concludes that “In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language” Kayi (2006:1).

In addition, Harmer (2001) suggests some solutions to cover the students’ speaking problems. He says that the teachers have to:

- 1) Provoke students’ engagement with material which is relevant and involving.
- 2) Encourage the students to respond to situations with their own thoughts and experiences, rather than just by doing such abstract learning activities.
- 3) Give the students some tasks which they are able to do, rather than taking risk by humiliating them.
- 4) Provoke intellectual activity by helping the students to be aware of contrasting ideas and concepts which they can resolve for themselves – though still with the teachers’ guidance.

Besides, Brown (2001) adds that one of the most important concerns of the English secondary school teachers is to keep self-esteem high by:

- 1) Avoiding embarrassment of the students at all costs.
- 2) Affirming each student’s talents and strengths.
- 3) Allowing mistakes and other errors to be accepted.

- 4) Encouraging small group work where risk can be taken more easily by the students.

At this point, it can be concluded that teaching speaking means teaching complicated competences. So, the English teachers have big roles in teaching speaking. They would determine the success of teaching speaking by employing many techniques. As good English teachers, they should be able to:

- 1) Provide comfortable atmosphere and authentic activities to promote interactions among the students.
- 2) Provide maximum opportunities to the students to use English spontaneously.
- 3) Give both written and spoken feedback and avoid correcting students' pronunciation mistakes when they speak.
- 4) Create materials and activities which are involving, easy to be done and having low risks.
- 5) Avoid the students' embarrassments by allowing some mistakes or other errors and encouraging group work where the students can take risks easier.

e. Effective activities

At the previous point, it has been mentioned that the teachers have to be able to create some appropriate activities to solve the speaking problems. Those activities should be fun, easy to be done and have low risks. One of those appropriate activities is a game. A game is a fun activity which enables the students to communicate actively where some mistakes or other errors are

allowed. Besides game, role-play, discussion or acting from script are some other classroom speaking activities.

León and Cely (2010) say that in a fluency work, the main aim of the speaking activities is to make the students less conscious of their “vulnerability” in the target language by giving a challenge to them and attracting them to participate in the speaking activities. Besides, Brown (2001) offers seven principles in designing speaking techniques which can be used in the language learning.

- 1) using techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency,
- 2) providing intrinsically motivating techniques,
- 3) encouraging the use of authentic language in meaningful contexts,
- 4) providing appropriate feedback and correction,
- 5) capitalizing on the natural link between speaking and listening,
- 6) giving students opportunities to initiate oral communication, and
- 7) encouraging the development of speaking strategies.

In line with Brown, Thornbury (2004) describes eight appropriate speaking activities for the students. They are practiced control; drilling and chants; writing task; reading aloud; assisted performance and scaffolding; dialogue; communicative tasks; and task repetition. Those activities are expected to be able to improve the students’ speaking performances.

Furthermore, Harmer (2001) suggests that some appropriate classroom speaking activities are acting from a script, communication games, discussions, prepared talks, questionnaires and simulation and role-play. Then, he explains those activities in detail.

1) Acting from a script

In this activity, the students will often act out dialogues they have written themselves. However, it is better if the teachers also create supportive atmosphere in the class and do not choose the shyest students first.

2) Communication games

Games are commonly used in teaching speaking. Almost all kinds of games are designed to provoke communication between students frequently. Wright in León and Cely (2010) mention kinds of games which are usually used: picture games, psychology games, magic tricks, sound games, card and board games, word games, true-false games, memory games, caring and sharing games, guessing and speculating games and story games.

3) Discussions

Discussions enable the students to give their opinions about something. But, it is better if the students have a chance of having quick discussions in small groups before any of them are asked to speak in public.

4) Prepared talks

In this activity, the students make a presentation on a topic of their own choice. It represents a defined and useful speaking genre. It can be extremely interesting for both speaker and listeners if it is properly organized.

5) Questionnaires

The students can design questionnaires on any topic and the teachers can act as a resource, helping the students in the design process. The results can be used as the basis for discussions or prepared talks.

6) Simulation and role-play

“Simulation and role-play can be used to encourage general oral fluency or to train students for specific situations especially where they are studying ESP” Harmer (2001:274).

So, game is one of the appropriate classroom speaking activities besides acting from a script, discussions, prepared talks, questionnaires and simulation and role-play. Almost all kinds of games can be used in teaching speaking, including the guessing game. This activity is designed to arouse a communication between students. So, the students have a lot of opportunities to use the target language actively.

4. Guessing Games

a. Definition of Guessing Games

Guessing games is kind of game which is usually used in teaching speaking. It is able to stimulate communication between the students in the target language actively. In the guessing game, the students should guess something they do not know by asking some questions. In this situation, there is an information gap which requires the students to communicate in order to find out the answers.

The guessing game includes the types of identifying games. In this game the students are required to discriminate guess or speculate something, Wright (2006). He also continues that one of the types of the games is guessing and speculating games where someone knows something and the others must find out what it is, Wright in León and Cely (2010).

Thus, the guessing game is a kind of game where the students should guess something they do not know. In this game, a student knows something and the other students have to find out the truth by asking some questions.

b. Guessing Games in Speaking

Just like the games in general, the guessing game also has its own benefits in teaching speaking. The guessing game brings fun and relaxing atmosphere to the students. This game enables the students to take speaking pressure easier. They will be able to communicate freely without thinking of any mistakes they make, since some mistakes or other errors will be allowed in this game.

Wang (2005) mentions that the use of guessing game in speaking can be used to motivate students with fun, enjoyment and excitement, to supply changes to use language in authentic contexts, to provide practice on language use and language usage, to create an agreement and supportive learning environment and to promote interpersonal relations. On the one hand, Wright (2006) explains that the guessing game is:

1) Helping and encouraging students to sustain their interest and work

Since language learning is a hard work, the students must take an effort to understand, repeat accurately, adapt and use the language.

2) Helping the teachers

This game helps the teachers to create contexts in which the language is useful and meaningful by providing one way of helping the students to try out the language rather than just to study it.

3) Providing repeated use of language items

This game provides the key features of ‘drill’ with some additional opportunity to use the language in communication.

4) The center of language learning

When this game can provide intense and meaningful practice of language, it is not merely activities to pass the time.

In addition, Scannell and Burnett (2010) explain that the guessing game is an activity which is low risk, brief, can be adapted, inexpensive and targeted. Moreover, I-Jung (2005) enumerates the benefits of using this game in nine points. He says that the guessing game reduces learning anxiety; promotes communicative competence; places the students as the learning center; creates a meaningful context for language use; increases learning motivation; integrates various linguistic skills; constructs a cooperative learning environment and fosters participatory attitudes of the students.

Moreover, León and Cely (2010) concludes that the guessing game is:

- 1) Motivating and exciting experiences for the students to develop the speaking skills in fun and comfortable ways.
- 2) Helping the students to believe in themselves.
- 3) Creating a good atmosphere inside the classroom.
- 4) Encouraging the students to communicate orally and to gain confidence in speaking.
- 5) Helping the students to overcome their fear of making mistakes and perceive speaking as a natural process.
- 6) Helping the students to express and communicate orally without the pressure of time or constant evaluation.
- 7) Helping the students to perform better, to feel confident and free in order to improve their English speaking skills.

Hence, it is clear that the guessing game is useful in teaching speaking. It brings a fun and enjoyment atmosphere in the speaking class. It also provides a lot of opportunities for the students to use the language actively. Besides, the guessing game helps the teachers to create an activity which enables the students to try out the language rather than just to study it. This game enables the students to improve their self-confidence and reduce their speaking anxiety.

Moreover, the guessing game promotes communicative competence in a good atmosphere inside the classroom. It enables the students to perceive speaking as a natural process which helps them to communicate freely without any pressure of time and evaluation. So, the guessing game is an appropriate activity used in

speaking and regarded as an activity which is able to improve the students' speaking skills.

B. Relevant Research Studies

After highlighting all theories about teaching speaking and the use of guessing games in speaking, here are some studies which are related to the use of games, including guessing games to improve students' speaking skills. In 2010, León and Cely conducted a study entitled "Encouraging Teenagers to Improve Speaking Skills through Games in a Colombian Public School*". In this research, they implemented many kinds of games, including guessing and speculating games. The subjects of the research were the students of Federico Garcia Lorca School. It consisted of 20 girls and 20 boys in the age of 14 to 18 years old.

Finally, in the end of their research, León and Cely considered that games, in general, encouraged teenagers to improve their speaking skills, especially when these included group work, motivation and competition. They also discovered that games are more than a function in the classroom: they helped the students to perform better, to feel confident and free in order to improve their English speaking skills.

Besides, in 2011, Fitriarningsih also conducted a similar study entitled "Improving Speaking Skills through Games for Business and Management Students of SMKN 1 Godean". In the research, she implemented some kinds of games, including guessing games to the 35 students. They are the Grade XI of Marketing 2 students of SMK N 1 Godean in the academic year of 2009/2010.

Based on the research, the use of games in this study successfully improved the students' speaking skills.

The 20 students who were classified as students who had 'learned' performance in the pre-test successfully improve their skills so that they were included to have 'exemplary' performance in the post-test. Besides improving some components in speaking that the researcher was concerned with, such as content, delivery, language, eye contact, body movement, cooperation and risk taking, games were also effective in improving the students' motivation, involvement, self-confidence, readiness, awareness of self- and peer-evaluation as well as their affective factors.

C. Conceptual Framework

Studying language, in this case is English as a foreign language, means studying how to use the language to communicate. The students should master four English macro skills: reading, writing, listening and speaking. They have to be able to use English both in written and spoken forms.

Ideally, the SMP students have to be able to express several meanings in the simple transactional and interpersonal conversations using several kinds of simple spoken language accurately, fluently and appropriately to interact with the closest community. However, most of the students find many problems in speaking, including the SMP students. Those problems are clustering; redundancy; reduced forms; performance variables; colloquial language; rate of delivery; stress, rhythm

and intonation and interaction; conversational discourse; teaching pronunciation; accuracy and fluency; affective factors and the interaction effect.

Considering many problems in speaking, the English teachers should find some effective solutions. One of them is creating effective and interesting speaking activities. Those activities should be fun, easy to be done and have low risks. One of those appropriate activities is guessing games.

Guessing games bring a fun and enjoyment atmosphere in the speaking class. They provide a lot of opportunities for the students to use the language actively. Besides, the guessing games help the teachers to create an activity which enables the students to try out the language rather than just to study it. This game enables the students to improve their self-confidence and reduce their speaking anxiety.

Moreover, the guessing game promotes communicative competence in a good atmosphere inside the classroom. It enables the students to perceive speaking as a natural process which helps them to communicate freely without any pressure of time and evaluation. So, the guessing games is an appropriate activity used in speaking and regarded as an activity which is able to improve the students' speaking skills.

CHAPTER III RESEARCH METHOD

This chapter gives information about how this research was conducted. It includes explanations on the type of the research, the subject of the research, the research setting, place and time of the research, the steps of action research, the instruments and data collection techniques, data analysis process as well as the validity and reliability used under the research.

A. Type of the Research

The type of the research is action research. In this research, the researcher was directly involved in improving students' speaking skills. This action research was aimed to portray the process of the students' improvement in speaking skills by inviting English teacher as the collaborator. This research tried to improve the students' speaking skills by using guessing games.

B. Setting and Participants of the Research

This research was done in SMP N 1 Semanu. It is located in the center of the town of Semanu. The subjects of this research were Grade VIII students of SMP N 1 Semanu in the academic year of 2012/2013 on the second semester. This research was conducted on 15th of May up to 5th of June 2013 which lasted 2x40 minutes for each meeting on Tuesday and Wednesday at 11:00 – 12.20 a.m.

C. Instruments and Data Collection Techniques

1. Questionnaires

Using questionnaires are the simplest way in collecting the data. In this research, questionnaires were used to find out students' point of views about the teaching and learning process of speaking. At the beginning of the research, the students filled an open-ended questionnaire about everything happening in their speaking class. Their ideas were used as a starting point to decide the main problems in their speaking class and the way to overcome those problems effectively. The open-ended questionnaires also were used in the end of each cycle to find the students' opinion about previous meetings and to conduct the next meetings in the next cycle.

2. Observations

Observations were conducted before and during the research. The observation before the research was aimed to identify all speaking problems in the school and decide the best way to overcome those problems. The observations during the research were used to find out the improvement of students' speaking skills. In these observations, the collaborator used observation checklists to describe real conditions of speaking class.

3. Interviews

Before and during the research, the researcher conducted some in-depth interviews with the collaborator and members of the research. Before the research, interviews were used to identify all speaking problems in the school and decide the best way to overcome those problems. During the research, the interviews

were used to gather the data about the collaborator and students' feelings. Here, they described their opinions about the teaching and learning process, their reflection, their observation, their success and difficulties and their perception on the speaking materials and activities. The results of the interviews were presented in the form of interview transcripts.

4. Field notes

Field notes were taken during the research. The researcher and the collaborator took some field notes to describe the real situations in the teaching and learning process. They wrote all activities happen in the classroom.

5. Speaking Test

Speaking tests were administered before and after this research. The tests were administered before the research, at the end of Cycle 1 and at the end of Cycle 2. Those tests were presented in the form of students' speaking scores. By looking at the students' speaking score, the researcher and the collaborator could see the improvement of the students' speaking skills during the research.

6. Photographs and Recordings

Photographs and recordings were used to prove the real conditions in the speaking class. They showed the students' improvement in speaking skills for each meeting and cycle during this research.

D. Data Analysis Techniques

1. Qualitative Data

In analyzing the qualitative data, the researcher referred to the stages of data analysis suggested by Burns (1999:157-160). They were:

a. Assembling the data

In this step, the researcher assembled the data collected over the period of the research. Here, the researcher compiled all the data implying both bad and good comments from the collaborator and the students' responses to the guessing games. The researcher also collected all evidences which described students' improvement in speaking skills and the weaknesses of the research itself. Those data were compiled in some categories.

b. Coding the data

After compiling the data in some categories, the researcher labeled the data with some codes. Those codes were used to simplify a lot of data collected and made the researcher to compare them easily.

c. Comparing the data

In this step, the researcher compared the students' speaking performances during the research. The researcher displayed and described all evidences of students' improvement in speaking skills across different data collection techniques.

d. Building interpretations

This step was the time for the researcher to interpret the data displayed. The researcher invited the collaborator and discussed all possible interpretations of the

data displayed. Those interpretations were based on the real data and discussion results among the researcher, collaborator and members of the research.

e. Reporting the outcomes

The researcher presented the whole processes of the research in this final step. The researcher reported the processes in conducting the research and its findings together with the examples from the data collected and analyzed systematically. The report showed all evidences found in the research followed by some interpretations on its results.

2. Quantitative Data

In analyzing the quantitative data, the researcher presented the mean of the students' speaking scores of each test. The mean of the pre-test and post-test scores showed the improvement of the students' speaking skills. Besides, to find out the homogeneity and heterogeneity of the students' scores, the researcher presented the standard deviation of the students' speaking scores.

E. Validity and Reliability of the Data

1. Qualitative Data

The validity of the qualitative data was established by fulfilling the democratic, outcome, process, catalytic and dialogue validity (Anderson et al. in Burns 1999:161-163).

- a. Democratic validity concerns the extent in which the researcher is truly collaborative. The researcher fulfilled its validity by asking the English teacher as the collaborator in this research.

- b. Outcome validity is related to the notion of actions leading to outcomes those are successful within research context. The researcher fulfilled its validity by providing the genuine data of the research.
- c. Process validity raises questions about the process of conducting the research. The researcher fulfilled its validity by planning, acting, observing and reflecting the data together with the collaborator.
- d. Catalytic validity allows participants to deepen their understanding of the research by monitoring other participants. The researcher fulfilled its validity by interviewing the collaborator and students, as the members of this research, to get their feedbacks and opinions.
- e. Dialogic validity is related to the notion that the research is conducted through reflective dialogue with critical friends or other practitioner researchers. The researcher fulfilled its validity by having discussions with the first and second consultants.

While using those principles, the reliability of the qualitative data was gained by using some triangulation techniques purposed by Burns (1999:163). They were:

- a. Time triangulation means that the data will be collected at one point in time or period of time to get a sense of what factors will be involved in change processes. This research was conducted on 15th of May up to 5th of June 2013.
- b. Investigator triangulation means more than one observer include in the same research setting to avoid observer bias and provide checks on reliability of the observations. The researcher invited the English teacher as the collaborator in this research.

To assess the reliability of the qualitative data, the researcher involved more than one source in gathering the data. The researcher involved the research team: the researcher, the English teacher and the students. The researcher also referred to many theories in conducting this research. To meet the reliability of the research, the researcher used authentic data such as interview transcripts, observation checklists, field notes, speaking scores and photographs.

2. Quantitative Data

To meet the validity of quantitative data, the research fulfilled content validity of the data stated by Brown (2001). In this research, the quantitative data were presented in the form of students' speaking scores. To validate the data, the speaking tests were made based on the standard of competences and basic competences of speaking skills' curriculum 2006 for Grade VIII students. It measured the students' competency achievements of speaking skills.

In addition, the research obtained the reliability of the quantitative data by fulfilling inter-rater reliability suggested by Eysenck (2004). Inter-rater reliability is established when the results of the speaking test are assessed using subjective judgement. The results of the speaking tests were assessed by two assessors to make the data reliable. The first assessor was the researcher and the second assessor was the English teacher of SMP N 1 Semanu. Inter-rater reliability was applied to the two sets of scores from assessors and was calculated by using a computer program called SPSS v. 19.

F. Procedure of the Research

Before employing the main steps of action research, this research was started by conducting reconnaissance. McNiff et al. in Dillon (2008:4) describes that

“reconnaissance as those activities that allow a determination for the action researcher of ‘where I was at, what I hoped to achieve and how I thought that I would get there’. Ultimately the activities within the reconnaissance phase of action research clarify ‘where I was starting from in my real world situation’”

In this step, the researcher gathered all speaking problem found in SMP N 1 Semanu by employing some techniques. They are questionnaire, interview and observation. The questionnaire was an open-ended questionnaire which was given to the students; interview was done to the English teacher as the collaborator of this research and observation was done in speaking class to portray all possible speaking problems.

The main steps of this research referred to the steps suggested by Kemmis and McTaggart in Burns (1999:32). They were:

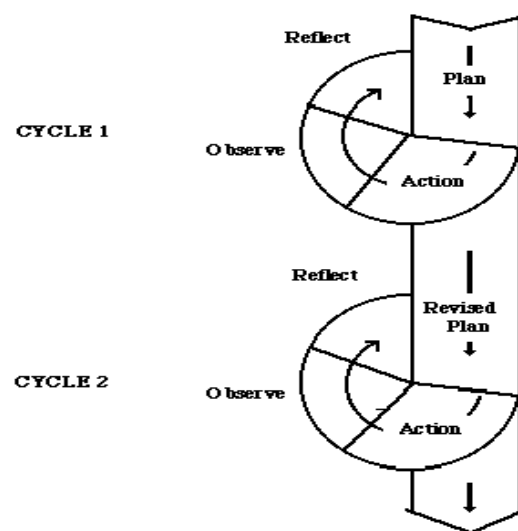


Figure I: Action research cycle

1. Planning

In this step, the researcher and the collaborator planed some actions to deal with the speaking problems found. In this case was implementing guessing games to improve students' speaking skills. Those guessing games were conducted in different way of each cycle.

2. Action

Here was the time for the researcher and collaborator to act some actions planned in the real speaking activity. In this step, the guessing games were implemented as one of the speaking activities in classroom. Those guessing games were acted in three ways: in a group of eight, in a group of four and in pairs.

3. Observation

During the action, the researcher and collaborator observed students' attitude, recorded all activities in the speaking class and took some field notes. In this step, the researcher and collaborator also noted some problems appearing during the speaking class.

4. Reflection

In this step, the researcher and collaborator discussed the problems and solutions found in each meeting. At the end of each cycle, they discussed the weaknesses of the action as a consideration to plan the next cycle. Here, the researcher also interviewed the students to know their opinion about the action. The researcher and collaborator considered all evidences found, including photograph, recording, interview transcript and field note to revise the last action and plan some actions in the next cycle.

CHAPTER IV

RESEARCH FINDINGS AND INTERPRETATIONS

This chapter presents important points concerning research findings and interpretations. It presents the reconnaissance, process of the research and results of the research at Cycle 1 and Cycle 2. Each cycle in this research consists of planning, action and observation, and reflection. The details of the research process are presented below.

A. Reconnaissance

1. Identifying the Problems

In this reconnaissance period, the researcher identified all speaking problems of Grade VIII students of SMP N 1 Semanu at the academic year of 2012/2013 by implementing some techniques. The researcher used the open-ended questionnaire to find the speaking problems from the students' view and conducting depth-interview with the English teacher as the collaborator of the research. Besides, the researcher also observed the class to portray the real situation in the speaking class. The results of class observation were presented in the form of vignette below.

SMP N 1 Semanu
 Wednesday, May 15, 2013
 11:00 a.m. - 12:20 a.m.

The researcher came to SMP N 1 Semanu at 10:55 a.m. She went to the teacher's room to meet the English teacher (Mrs. C. Winarni, S.Pd). The researcher met the teacher and had a discussion about the research. Suddenly, there were two students came. One of them reminded Mrs. Winarni that it was the time for her to teach their class. (1) **Unfortunately, she said it in *bahasa Indonesia*.** The researcher said, "*kok pakai bahasa Indonesia? Pakai bahasa Inggris dong!*" Both of the students just smiled and left the room. Mrs. Winarni smiled and said, "*memang susah mbak anak-anak itu kalau disuruh ngomong pake bahasa Inggris*". After that, the researcher and the English teacher came to the classroom. The researcher sat behind the students and Mrs. Winarni started her lesson. She greeted the students and asked the students' condition. (2) **Most of the students were still talking each other.** Then, the teacher started the lesson by asking some questions related to the materials. She said "*do you know how to ask for and give opinion?*" Most of the students said "*yes*". The teacher continued "*what are they?*" Most of the students said "*yes*" and all the students were laughed. (3) **The class was very noisy.** The teacher just smiled and continued the lesson. (4) **She did not warn the noisy students.** Then, she reminded the students by writing some expressions to ask for and give opinion in the whiteboard. The students just said "*yes*" repeatedly. She gave some examples of ask for and give opinion by asking students' opinion about some places. (5) **Most of the students just kept silent and some of them answered by saying "*wonderful*", "*amazing*", "*great*" and "*beautiful*".** After that, the teacher asked the students to make dialogues using those expressions in pairs. The students asked each other to do the assignment. (6) **All of them did not have a dictionary with them.** When they find some difficult words, they asked their friends or teacher. Then, the teacher asked the students to act the dialogues. (7) **Most of the students' dialogues were short and there were many pronunciation errors.** The teacher did not give any feedbacks or corrections to the students one by one. (8) **She just gave some classical reviews.** The lesson ended by saying good bye.

After doing speaking class observation, the researcher asked the students to fill up the open-ended questionnaire. Then, she interviewed the English teacher as the collaborator. In addition, to measure the students' speaking skills, the researcher also administered a pre-test in this reconnaissance period. The pre-test

was administered on Saturday, May 18, 2013 at 10:00 a.m. - 10:40 a.m. The scores were presented in the table below.

Table 2: Students' Pre-Test Scores

	Speaking Scores	
	1st Assessor	2nd Assessor
Mean	17.78	24.22

*Maximum score: 30

From the results of class observation, students' open-ended questionnaire, collaborator's interview transcript and students' speaking pre-test score, the researcher and English teacher identified some speaking problems of Grade VIII students of SMP N 1 Semanu. Those problems were in the following table.

Table 3: Speaking Problems of Grade VIII students of SMP N 1 Semanu

No.	Speaking Problems	Codes
1	The students were not accustomed to practicing English orally	S
2	Classroom English was not used maximally	T
3	The students were easily get bored during the lesson	S
4	The students had low proficiency of grammar, pronunciation and vocabulary	S
5	The students did not involve themselves maximally	S
6	The students had low motivation in learning	S
7	Most of the speaking activities were not interesting and not effective to facilitate students to speak	A
8	Most of the students lacked of confidence and full of hesitation in speaking	S
9	The students were lazy to bring a dictionary	S
10	The teacher did not give any comments or feedback personally	T
11	The teacher focused the teaching and learning activities more on reading	T
12	The teacher rarely assessed the students' speaking performances	SA
13	The teaching technique were not effective to facilitate students to speak	TT
14	The classroom atmosphere and students' classmates	S

	were not support the students to practice speaking seriously	
15	The media used were not effective to help the students to speak actively	T

S : Student

TT : Teaching Technique

T : Teacher

SA : Speaking Assessment

A : Activity

Based on the speaking problems above, the researcher and English teacher as the collaborator discussed and chose the main problems of speaking. It was agreed that the main causes of these problems were that:

- a. Classroom English was not used maximally
- b. Most of the speaking activities were not interesting
- c. The teaching techniques were not effective to facilitate students to speak English spontaneously
- d. The teacher did not give any comments or feedback personally and rarely assessed the students' speaking performances

2. Determining the Actions to Overcome the Problems

Based on the chosen problems above, the researcher together with the collaborator determined some actions to overcome the problems. Those actions were intended to overcome the students' problems in speaking, including their motivation in practicing English orally and spontaneously. Those determined actions were:

- a. Using classroom English maximally

The use of classroom English maximally was aimed at improving students' motivation in learning speaking. The students would also be accustomed to

listening English utterances and to trying to respond to them orally and spontaneously.

b. Using an appropriate teaching technique of speaking

The use of an appropriate teaching technique of speaking was aimed at giving appropriate steps of learning speaking to the students. The teaching technique used was PPP (Presentation, Practice and Production).

c. Creating and using interesting activities of speaking

The interesting activities of speaking would be able to encourage students' motivation and involvement in speaking. Those activities had to give a lot of opportunities to the students to practice speaking spontaneously. Those activities also had to be able to reduce students' speaking anxiety and improve their self-confidence. The activities used were guessing games.

d. Assessing and giving personal feedbacks of students' speaking performances

Speaking assessment and personal feedbacks of speaking performances would improve students' motivation in learning speaking. The students would aware that learning speaking was as important as learning grammar and reading.

B. Implementation of Actions and Discussions

1. Cycle 1

a. Planning

Based on the result of the discussion with the collaborator and research members, a plan of action was derived to be implemented at Cycle 1. The actions of the Cycle 1 were aimed at covering the following efforts:

- 1) Using classroom English maximally
- 2) Improving students' motivation and involvement through guessing games
- 3) Improving students' speaking skills through guessing games

After determined the actions, the researcher prepared the lesson plans and the materials, including the guessing games in the production session. Then, the researcher and the collaborator discussed the lesson plans and the materials by reviewing whether they suited the syllabus. This cycle consisted of two meetings and the guessing games employed in the production session of each meeting in a group of 8.

At the end of Cycle 1, the researcher and the collaborator also administered speaking Post-Test 1. The criteria of the test were same with the Pre-Test before. The assessment was in the form of conversation performance where the students took a conversation with their pairs. The students' maximum score was 30 which consisted of five components. They were accent, grammar, vocabulary, fluency and comprehension.

b. Action and Observation

Cycle 1 consisted of two meetings. The first meeting was held on Tuesday, May 21, 2013 at 11:00 a.m. - 12:20 a.m. The topic was occupation and the language functions were asking for and offering help. The second meeting was held on Wednesday, May 22, 2013 at 11:00 a.m. - 12:20 a.m. The topic of its meeting was stationery and the language functions were asking for and giving

things. The speaking Post-Test 1 was held on Tuesday, May 28, 2013 at 11:00 a.m. - 11:40 a.m.

During the action, both of the researcher and the collaborator took some field notes and used observation checklists to observe the teaching and learning process. Besides, the researcher also applied the open-ended questionnaire and depth interview to gather all information from the collaborator and the students as the research members. The following discussions presented the efforts which were acted in this cycle.

1) Using classroom English maximally

During this research, the researcher tried to use classroom English maximally at each meeting. In the beginning of the lesson, the researcher greeted the students by saying “*good morning*” followed by asking students’ condition. The students always answered the greeting well. However, when the researcher asked the students’ condition, most of them answered “*yes*”. Then, the class situation became very noisy, since the students were laughed. Most of the students did not join the lesson seriously.

.....
R greeted the Ss. She said “*good morning*”. The Ss answered “*good morning*”. The R continued “*how are you today?*” Some Ss answered “*yes*”, some other Ss laughed at them. Then, the R repeated “*how are you today?*” The Ss answered “*I’m fine thank you. And you?*” The R answered “*I’m fine too. Thank you*”.
.....

(App1/FN1/May 21, 2013)

At the second meeting, the researcher used different utterance to ask the students’ condition. She said “*how is your life today?*” The students did not

familiar with this utterance. So, the researcher explained to the students that “*how is your life?*” was same as “*how are you?*”

.....
 R greeted the Ss. She said “*good morning*”. The Ss answered “*good morning*”. The R continued “*how is your life today?*” The Ss just kept silent. Then R explained that “*how is your life*” was same as “*how are you?*” Next, R repeated “*how is your life today?*” The Ss answered “*I’m fine thank you. And you?*” The R answered “*I’m fine too. Thank you*”.

.....
 (App1/FN2/May 22, 2013)

The researcher asked “*who is absent today?*” to check the students’ attendance. At the first meeting, all of the students just kept silent. They did not understand what the researcher meant. When the students did not understand, the researcher usually repeated her utterances in bahasa Indonesia.

.....
 The R asked the Ss “*who is absent today?*” The Ss kept silent. They did not understand what the R meant. Then, the R repeated in bahasa Indonesia. The Ss answered in bahasa Indonesia too.

.....
 (App1/FN1/May 21, 2013)

At the second meeting, the researcher used the same utterance to check the students’ attendance. The students answered “*no*”. Then, the researcher corrected the students’ answer.

.....
 The R asked the Ss “*who is absent today?*” The Ss answered “No” R corrected “*do you mean there’s no student absent today? If yes, you should say **no one***” The Ss repeated “*no one*” R said “*good*”

.....
 (App1/FN2/May 22, 2013)

To check the students' understanding, the researcher usually asked "*is there any question?*" and the students answered "*no*". During the lesson, the researcher also often appreciated the students for their participations. She also sometimes complimented the students to improve their motivation.

.....
 After that, the R asked "*is there any question?*" The Ss said "*no*". R asked some questions related to the expressions used to check the Ss' understanding. The Ss answered the questions well.

.....
 (App1/FN1/May 21, 2013)

.....
 Then, R moved to the second row from the right (group 2) first. In this group, Cika offered herself to be the volunteer. She took a card. R asked other Ss in her group to offer some helps. Next, she gave a positive response. She said "*please take some nails, bolts, and pliers in the garage*". Welin asked "*are you a driver?*" Cika answered "*no*". Then, Welin asked Cika (in bahasa Jawa) "*balenono*" to repeat her utterance. Cika repeated it again. Welin asked "*are you a carpenter?*" Cika said "*yes*". R said "*thank you*", gave applause to this group and said "*good*".

.....
 (App1/FN1/May 21, 2013)

At the end of the lesson, the researcher reviewed the materials with the students. Then, she outlined the next materials in the next meeting. Finally, she asked one of the students to lead a prayer and said "*good bye*".

.....
 R asked "*what have we learned today?*" The Ss answered "*asking for and giving things*". R reviewed all the Ss mistakes in playing games and corrected them. R previewed the next materials and gave motivation to the Ss. Then, Ss said a prayer. R closed the meeting by saying good bye.

.....
 (App1/FN2/May 22, 2013)

The use of classroom English was aimed at making the students accustomed to using English to communicate, so that they would not feel that learning English is difficult. The ability to respond to what the researcher said showed that the students could understand the expressions used and they could respond to the expressions appropriately. Thus, the researcher found that the use of classroom English was effective in making the students accustomed to practicing English orally in the real situation.

2) Improving students' motivation and involvement through guessing games

The use of guessing game in the production session was aimed at improving students' motivation and involvement in speaking. When the researcher explained the rule of the game for the first time, some of the students were confused. Some students offered to be volunteers. They wanted to try the games, although they still made many mistakes. The researcher helped them while giving examples to other students.

.....
 The guessing games started from the first row in the right (group 1). R offered the Ss to be a volunteer. Angga S offered his self. He came before his group and took the card. He was confused with the situation in the card. The R helped him. He said "*tell Mr. Cahyo to come to my room*". Some students tried to guess his occupation by asking some questions. Finally, Arif asked "*are you a head master?*" Angga S said "*yes*". The occupation was guessed. R said "*thank you*" to Angga S and gave feedback.

(App1/FN1/May 21, 2013)

The students did not take a long time to be familiar with the game. They had known what they should do in the game. Some of them were interested in being volunteers without any offer from the researcher. When the researcher moved to a group, one of the students in that group came before his/her group directly. However, there were also some less active students in a group. It was difficult to ask them to be volunteers.

.....

Then, the R moved to the forth row from the right (group 4) because they asked the R to move to them first. R offered the Ss to be a volunteer. Bhastian offered his self and took the card. The situation required his group to offer help to Bhastian. Then, Bhastian said *"take my camera in the bag"*. Tata could guess the occupation directly. She said *"photographer"*. R repeated *"are you a photographer?"* to corrected Tata. Tata smiled and Bhastian said "yes". **R moved to the third row from the right (group 3) and offered the Ss to be a volunteer. There were no respond from the Ss.** Then, R moved to the second row from the right (group 2) first. In this group, Cika offered herself to be the volunteer. She took a card. R asked other Ss in her group to offer some helps. Next, she gave a positive response. She said *"please take some nails, bolts, and pliers in the garage"*. Welin asked *"are you a driver?"* Cika answered "no". Then, Welin asked Cika (in bahasa Jawa) *"balenono"* to repeat her utterance. Cika repeated it again. Welin asked *"are you a carpenter?"* Cika said "yes". R said *"thank you"*, gave applause to this group and said *"good"*. **R moved back to group 3 and offered the Ss to be a volunteer.** Finally, Putri came before her friends. She was confused of the situation in the card. R asked the Ss in her group to offer some helps. Cika asked her friends in Putri's group (in bahasa Jawa) to offer some helps. Annisa tried to offer some helps but she made a mistake by saying *"can you help me?"* Putri was still confused. She read the situation in the card *"ask your friends to take some cables, lamp bulbs, and screwdriver in the box"* unclearly. Her friends did not understand. Then, the R repeated her sentence. Annisa asked *"are you electrician?"* Putri just nodded her head and smiled.

.....

(App1/FN1/May 21, 2013)

Most of the students in group 3 were the less active students. It took a long time to make them speak up. Most of them prefer smiled rather than expressed their ideas, although they knew what they should say.

Nevertheless, most of the students said that they were happy in joining the guessing games. Based on the students' open-ended questionnaire on Tuesday, May 28, 2013 on the second question: *Apakah kegiatan guessing games dapat menambah motivasi adik dalam belajar speaking?* (Could the guessing games improve your motivation in speaking?), 24 students said yes and 8 other students said a little.

Moreover, the English teacher believed that the students' motivation improved of each meeting. It could be seen from the collaborator's observation checklist and the interview session.

.....
R: *Untuk pertemuan hari ini gimana bu'?*

(What do you think about this meeting, ma'am?)

T: *Ya sudah baik, juga ada kemajuan. Siswa antusias dalam mengikuti pelajaran ya?*

(It's good. There's an improvement. The students were enthusiastic about joining the lesson)

.....
(App3/IT2/May 21, 2013)

.....
R: *Untuk pengaruh guessing games-nya ke speaking anak gimana?*

(What do you think about the guessing games' influence on students' speaking skills?)

T: *Pengaruh? Ya anak memang istilahnya dibawa ya? Pada situasi yang "real situation" gitu.*

(Yes, it's influence the students' speaking, since they were placed in the real situation)

R: *Motivasi dan keterlibatan anak juga ada ya bu ya?*

(Was there any influence on students' motivation and involvement?)

T: *He'eh motivasi bagus, mereka maju untuk perform.*

(Yes, it's good for students' motivation. They came to perform)

.....
(App3/IT2/May 21, 2013)

-
- R: *Em,.. ya. Untuk aktifitas pake guessing games di speaking gimana?*
(What about the use of the guessing games as an activity in speaking?)
- T: *He'em ya saya kira baik ya untuk lebih ditingkatkan lagi untuk aktifitasnya.*
(I think it's good to be more improved)
- R: *Kalau keterlibatan dan motivasi siswa gimana?*
(What about the students' motivation and involvement?)
- T: *Saya kira mereka termotivasi dengan kegiatan ini ya? Mereka sangat antusias untuk mengikuti pelajaran ini. Em... ya itu.*
(I think they were motivated. They were really enthusiastic about joining the lesson)
-

(App3/IT4/May 28, 2013)

However, the researcher and the English teacher also noted that there were some less active students, especially the girls. They were not involved in the guessing games maximally. Some of them said that they did not have sufficient opportunity to speak.

-
- R: *Kamu termasuk yang aktif di games itu ga'?*
(Did you join the games actively?)
- S: *Iya.*
(Yes)
- R: *Masa?*
(Are you sure?)
- S: *(Tertawa) nggak bu'.*
(No, ma'am)
- R: *Ya kamu, kamu ee... jarang ngomong di games itu karena apa?*
(Why did you rarely speak in the games?)
- S: *Suasananya ramai bu'.*
(The class was noisy, ma'am)
- R: *He'em. Trus kesempatan yang diberi uda merata belum kira-kira?*
(What about the opportunity given? Was it spread well throughout the students?)
- S: *(Diam).*
(Kept silent)
- R: *Mungkin kamu kurang, kesempatannya ga' ada gitu ya?*
(May be you did not get enough opportunity)
- S: *Iya.*
(Yes)
-

(App3/IT8/May 28, 2013)

-
- R: *Kalau kesempatan untuk berbicaranya sudah merata belum?*
(Did the speaking opportunity spread throughout the students?)
- S: *Ada yang udah ada yang belum. Yang belum satu dua.*
(Not yet)
-

(App3/IT10/May 28, 2013)

The English teacher believed that the implementation of big group in guessing games was not really effective. She assumed that some of the less active students did not get enough opportunity, since the more active students would get the opportunity faster.

-
- R: *Terus tadi ada siswa yang agak kurang aktif ya bu ya? Yang cewek-cewek yang belakang itu.*
(I saw there were some less active students. The girls in the back rows)
- T: *Iya belakang.*
(Yes in the back)
- R: *Susah itu.*
(It's difficult to make them speak)
- T: *Iya he'eh.*
(Yes)
- R: *Mungkin besok kalo di buat blok empat-empat itu mungkin lebih bisa.*
(May be they would be more active in a group of four)
- T: *Ya, he'eh.*
(Yes)
-

(App3/IT3/May22, 2013)

-
- R: *Kalau sebagian anak yang kurang aktif itu gimana?*
(What about some less active students?)
- T: *Ya, diberi motivasi lebih banyak ya memang mereka em... mereka punya apa ya istilahnya? "gawan bayi" gitu ya? Susah gitu ya? Jadi kita harus rajin-rajin memberi motivasi pada mereka.*
(Yes, it's difficult since it's their characteristics. We had to give them motivation often)
- R: *Oh ya, kalau soal grouping, kalau delapan itu mungkin masih terlalu banyak ya?*
(What about the students' grouping? Was it too big if the students worked in a group of eight?)

T: *Terlalu ya? Luas ya? Scope-nya mungkin lebih dipersempit lagi.*
(Yes, it's too big. May be we had to make a smaller group)

.....
(App3/IT4/May 28, 2013)

Hence, it could be said that the students' motivation and involvement were improved. However, the opportunity given in the guessing games did not spread well throughout the students. The less active students lost their opportunity when the more active students grabbed it faster.

3) Improving students' speaking skills through guessing games

The main aim of the guessing games was to improve the students' speaking skills. During the Cycle 1, the students showed some improvements on their speaking skills. They were aware that their speaking skills were improved gradually.

Based on the student's open-ended questionnaire on Tuesday, May 28, 2013 on the seventh question: *Apakah kegiatan guessing games ini dapat meningkatkan kemampuan speaking adik? Mengapa?* (Could the guessing games improve your speaking skills? Why?). The students' answers were in the following table.

Table 4: **The Students' Opinion of their Speaking Skills Improvements**

Students	Students' Answers	Meanings
1	<i>Ya, karena sedikit ada peningkatan</i>	Yes, there was a little improvement
2	<i>Karena seru</i>	Because it was fun
3	<i>Ya</i>	Yes
4	<i>Iya, karena mudah dimengerti</i>	Yes, because it was easy to be understood
5	<i>Ya, bisa sedikit meningkatkan</i>	Yes, there was a little improvement
6	<i>Ya, menambah kosa kata</i>	Yes, it improved the

		vocabulary
7	<i>Ya, karena lebih menyenangkan</i>	Yes, because it was more fun
8	<i>Lumayan, karena asyik</i>	A little, because it was fun
9	<i>Ya, karena sedikit-sedikit dalam B. Inggris</i>	Yes, a little in English
10	<i>Ya, karena menambah kosa kata</i>	Yes, since it improved the vocabulary
11	<i>Lumayan, karena asyik</i>	A little, because it was fun
12	<i>Dapat, karena tidak terlalu tegang</i>	Yes, because it was not too serious
13	<i>Bisa jadi, karena menyenangkan</i>	It could be, since it was fun
14	<i>Ya, karena berlatih speaking dalam bahasa Inggris itu asik</i>	Yes, because practicing speaking in English was fun
15	<i>Iya, bisa jadi. Karena menambah kosa kata</i>	It could be, because it improved the vocabulary
16	<i>Ya, karena sudah bisa</i>	Yes, because I could do it
17	<i>Sedikit, karena ada yang kurang tahu</i>	A little, because I did not understand some parts
18	<i>Ya, karena guessing games menyenangkan dan tidak membosankan</i>	Yes, because guessing games was fun and did not boring
19	<i>Iya sedikit-sedikit</i>	Yes, a little
20	<i>Ya, karena saya dapat belajar bahasa Inggris lebih banyak</i>	Yes, because I could learn English more
21	<i>Ya, karena asik dan menyenangkan</i>	Yes, because it was fun
22	<i>Yes, karena selalu teringat saat game</i>	Yes, because I always remembered the games
23	<i>Ya, karena mengasikkan</i>	Yes, because it was fun
24	<i>Yes, karena selalu teringat saat games</i>	Yes, because I always remembered the games
25	<i>Iya, karena sedikit ada peningkatan</i>	Yes, there was a little improvement
26	<i>Ya</i>	Yes
27	<i>Sedikit, karena hal yang belum pernah dipelajari, dipelajari di guessing games ini</i>	A little, because the unlearned things could be learned in guessing games
28	<i>Sedikit, karena bisa juga sambil bermain</i>	A little, because I could also play
29	<i>Ya, guessing games itu</i>	Yes, guessing games were

	<i>asik</i>	fun
30	<i>Ya, karena mengasikkan</i>	Yes, because it was fun
31	<i>Iya, karena menghibur dan tambah wawasan</i>	Yes, because it was fun and improved the knowledge
32	<i>Ya, karena semua yang belum dipelajari ada di guessing games</i>	Yes, because the all unlearned things were in guessing games

(App4/Q2/May 28, 2013)

Some interviewed students and the English teacher also supposed that the students' speaking skills were improved. The following were some of the interview transcripts.

-
- R: *Seneng ga' pake games? Speaking?*
(Are you happy using games in speaking?)
- S: *Seneng.*
(Yes)
- R: *Kenapa?*
(Why?)
- S: *Mengasyikkan.*
(It's fun)
- R: *Bisa nambah kemampuan speaking mu ga'?*
(Could it improve your speaking skills?)
- S: *Bisa.*
(Yes, it could)
- R: *Kenapa?*
(Why?)
- S: *Nambah kosa kata.*
(It improved the vocabulary)
-

(App3/IT6/May 28, 2013)

-
- R: *Ok, speaking pake games seneng ga'?*
(Are you happy using games in speaking?)
- S: *Seneng banget.*
(I really happy)
- R: *Kenapa?*
(Why?)
- S: *Karena menyenangkan.*
(Because it's fun)

R: *Games bisa nambah kemampuan speaking mu ga'?*
(Could games improve your speaking skills?)

S: *Bisa, karena mengasyikkan.*
(Yes, because it's fun)

.....
(App3/IT10/May 28, 2013)

R: *Jadi penggunaan guessing games ini membantu meningkatkan kemampuan berbicara mereka tidak bu'?*

(Could the use of guessing games improve the students' speaking skills?)

T: *Saya rasa begitu.*
(I thought so)

.....
(App3/IT4/May 28, 2013)

Besides, the most actual fact of the students' speaking skill improvements was the students speaking scores. At the end of Cycle 1, the researcher and collaborator administered Speaking Post-Test 1. The students' scores were below.

Table 5: **Students' Post-Test 1 Scores**

	Speaking Scores	
	1 st Assessor	2 nd Assessor
Mean	20.69	25.31

From those students' scores, it could be seen that the students had an improvement on their speaking skills. Then, the researcher and the English teacher tried to compare the students' Pre-Test and Post-Test 1 Scores to find out the students' improvement.

Table 6: The Comparison of Students' Pre-Test and Post-Test 1 Scores

	Mean Scores	
	1 st Assessor	2 nd Assessor
Pre-Test	17.78	24.22
Post-Test 1	20.69	25.31
Improvements	2.91	1.09

c. Reflection

Cycle 1 consisted of two meetings. The first meeting ran quite well, although there were some weaknesses. At the first meeting, the researcher could not manage her time well. She took too much time in the practice session, so that she ran out of time in the production session. It caused the students did not get enough time to play the guessing games. The use of classroom English was not used maximally. It was because the students were not accustomed to using English orally, so that the researcher often had to repeat the utterances in bahasa Indonesia.

Besides, most of the students sometimes were confused with the task instructions. They also made many pronunciation mistakes and were full of hesitation in their speech. They often changed their language in bahasa Indonesia or Jawa to continue the communication. At the production session, most of the students did not really understand about what they should do. So, the researcher often helped them and gave some examples.

The second meeting ran better than the first one. The students were more accustomed to using classroom English, although they sometimes did not understand with some new utterances. The researcher tried to manage the time better. She limited the students time when they did a task. So, at this meeting, they students had enough time to play guessing games in the production session. The students' motivation, involvement and speaking skills were also improved.

However, the researcher and the collaborator also noted some problems and weaknesses of this cycle. During the Cycle 1, the researcher and collaborator noted that there were some students who were indiscipline and made a noise in the class. Besides, the speaking opportunity did not spread well throughout the students, because the guessing games were played in a big group. The media used were also less interesting

After having discussion with the collaborator, the researcher thought that:

- 1) The allocation time should be managed well. It made the students did their tasks on time. It also gave the students enough time to play the guessing games at the production session.
- 2) The classroom management had to be improved. Since the lesson was held in the last lesson time, most of the students sometimes were indiscipline. They made some noise in the class and disturbed other students.
- 3) The students' motivation could be improved more by using more interesting media and topics of each meeting. The students also liked to use LCD in their learning process.

- 4) The speaking opportunity did not spread well throughout the students. It was because the group of the guessing games was too big. The less active students could not get the opportunity to speak, since the more active student grabbed it faster.

d. Findings of Cycle 1

Based on what the researcher and the collaborator had planned, acted and observed and reflected at Cycle 1, this research came to the following findings:

- 1) The use of classroom English maximally was effective to make the students accustomed to using English orally.
- 2) The use of guessing games as one of speaking activities was effective to improve students' motivation and involvement in speaking.
- 3) The use of guessing games improved the students' speaking skills.

2. Cycle 2

a. Planning

Based on the reflection done at the Cycle 1, the researcher and collaborator planned to have two meetings at Cycle 2. This cycle consisted of two meetings and the guessing games employed in the production session of each meeting in smaller groups, in a group 4 and in pairs. The researcher also used LCD and presented interesting topic of each material to improve students' motivation. Then, at the end of Cycle 2, the researcher and the collaborator administered

speaking Post-Test 2 to see the improvements of students' speaking skills. The plans of Cycle 2 were:

- 1) Improving students' motivation by using interesting media and lesson topics
- 2) Improving students' involvement by implementing small groups of guessing games
- 3) Improving students' speaking skills by implementing small groups of guessing games

b. Action and Observation

Cycle 2 consisted of two meetings. They were held on Wednesday, May 29, 2013 at 11:00 a.m. - 12:20 a.m. and Tuesday, June 4, 2013 at 11:00 a.m. - 12:20 a.m. The topic of the first meeting was tourist resorts. The students learned about asking for and giving opinion. At the second meeting, the students learned about asking for and giving information under the topic of favorite artists. The speaking Post-Test 2 was held on Wednesday, June 5, 2013 at 11:00 a.m. - 11:40 a.m.

During the action, both the researcher and the collaborator took some field notes and used observation checklists to observe the teaching and learning process. Besides, the researcher also applied the open-ended questionnaire and depth interview to gather all information from the collaborator and the students as the research members. The following discussions presented the efforts which were acted at Cycle 2.

1) Improving students' motivation by using interesting media and lesson topics

At the Cycle 1, most of the students asked the researcher to use more interesting media. They said that it would make the lesson more fun. Hence, the researcher and collaborator agreed to use LCD at the Cycle 2. When the researcher used LCD for the first time, the students had showed some improvements in their motivation. The students entered the room and got ready to learn quickly.

.....
R came to the class first. She brought a set of LCD. The Ss were happy. Some of them said "*asyik nganggo LCD*". Then, all of them entered the class quickly. Some of them helped the R to set up the LCD while waiting for Mrs. C. Winarni (T).
.....

(App1/FN3/May 29, 2013)

When the researcher presented favorite artists as the lesson topic, the students also showed their enthusiasm. They were enthusiastic about describing their favorite artists. Even, the students also took the cards home. They were interested in artist pictures in the cards.

.....
Then, R outlined materials and mentioned the goals of the teaching and learning while doing some apperceptions. R asked "*who is your favorite artist?*" All Ss answered with their own favorite artist and explained their reasons. They were enthusiastic about the topic of its meeting.
.....

(App1/FN4/June 4, 2013)

.....
R asked the Ss to work in pairs. R explained the procedures of guessing games and gave some examples to the Ss. R displayed the pictures of artists on the screen and showed the cards to the Ss. The Ss were very enthusiastic about the artists stated. Some of said "*nanti kartunya buat saya ya bu*".
.....

(App1/FN4/June 4, 2013)

.....
 R asked “*what have we learned today?*” The Ss answered “*asking for and giving information*”. R asked “*are you happy?*” All Ss said “*yes*”. R reviewed all the Ss mistakes in playing games and corrected them. R previewed the next meeting’s activity and gave motivation to the Ss. Then, Ss said a prayer. R closed the meeting by saying good bye. The Ss took the cards and brought it home. They were interested in the artists’ pictures.

(App1/FN4/June 4, 2013)

In the interview session, the students said that they were happy with the guessing games. They also said that their motivation improved at this cycle. It was because the lesson used more interesting media and lesson topic. Some of the students’ interview transcripts were followed.

.....
 R: *Speaking pake games seneng gak?*
 (Are you happy using games is speaking?)
 S: *Iya, seneng.*
 (Yes, I am happy)
 R: *Bisa membantu mempelajari ungkapan bahasa Inggris?*
 (Could it help you learn English expressions?)
 S: *Bisa.*
 (Yes, it could)
 R: *Menambah motivasimu gak?*
 (Did it improve your motivation?)
 S: *Lumayan.*
 (Yes)

(App3/IT15/June 5, 2013)

.....
 R: *Speaking pake games seneng gak?*
 (Are you happy using games is speaking?)
 S: *Ya, ya seneng.*
 (Yes, I am happy)
 R: *Kenapa?*
 (Why?)
 S: *Ya, asyik. Karena asyik.*
 (Because it was fun)
 R: *Bisa menambah motivasimu dalam belajar gak?*
 (Could it improve your motivation in learning?)

- S: *Bisa, malah tambah pesat. Bahasa Inggris.*
(Yes, it could. Even, there's a big improvement in English learning)
- R: *Tambah pesat? Oh,...ok. Kalau ungkapan-ungkapan bahasa Inggris lebih mudah difahami ya?*
(Really? What about the English expressions? Was it easier to be learned?)
- S: *Iya.*
(Yes)

.....
(App3/IT17/June 5, 2013)

- R: *Speaking pake games seneng gak?*
(Are you happy using games is speaking?)
- S: *Seneng.*
(Yes)
- R: *Kenapa?*
(Why?)
- S: *Ya, sambil mainan.*
(We could learn while playing)
- R: *Kalo motivasimu belajar tambah gak?*
(What about your motivation? Could it improve?)
- S: *Iya.*
(Yes)

.....
(App3/IT18/June 5, 2013)

In addition, the English teacher also noted that the students' motivation improved. Those improvements were caused by some factors. They were the media, lesson topic and the guessing games itself. Some of the interview transcripts were highlighted below.

- R: *Ya. Untuk medianya gimana bu' tadi pake LCD anak-anak tambah...*
(Yes. What about the media used? When we used LCD, the students improved...)
- T: *Iya ho'oh. Mereka antusias pake LCD.*
(Yes. They were enthusiastic about using LCD)

.....
(App3/IT11/May 29, 2013)

-
- R: *Tapi untuk topik bagus ya bu' ya?*
(What about the topic? Was it good?)
- T: *He'em, ya, ya, ya. Topiknya menarik tentang artis-artis yang terkenal ya? Ok, he'eh.*
(Yes. The topic was interesting. It's about famous artists)
- R: *Untuk kemampuan anak sendiri ada peningkatan ga' bu'?*
(What about the students' speaking skills? Was it improved?)
- T: *He'eh, ya. Mereka antusias ya karena apa namanya? Materinya sangat menarik ya? Jadi mereka senang lah dengan kegiatan ini. Ya, malah mereka berebut, bu, bu saya bu, saya bu, saya bu, iya, iya, he'eh.*
(Yes. They were enthusiastic. They were very happy with this activity, since the material was very interesting. Even, they were compete each other)
-

(App3/IT12/June 4, 2013)

-
- R: *Ya, ya, ya. Menurut ibu motivasi anak bertambah gak dengan games ini?*
(What do you thing about the students' motivation? Could it improve with the games?)
- T: *Iya, ya. Karena saya kira mereka untuk motivasi belajarnya meningkat, terlihat dari hasil mereka ternyata lebih baik dari kemarin.*
(Yes. I think their learning motivation improved. It could be seen from their test results. It's better than before)
-

(App3/IT13/June 5, 2013)

At this point, it could be seen that the students' motivation in speaking improved gradually through guessing games. The students' motivation was also improved when the researcher used more interesting media and presenting more attractive lesson topic. It made the students more focus on the speaking activities.

- 2) Improving students' involvement by implementing small groups of guessing games

Implementing small groups in guessing games was aimed at improving the students' involvement in the game. At the previous cycle, there were some students who were less active in the game. They said that they did not get enough

opportunity to speak. The more active students always took the opportunity faster. It indicated that the opportunity did not spread well throughout the student.

When the researcher employed small group of guessing games, the less active students performed better. They took their opportunity and used it maximally. Moreover, all of the students participated actively in the guessing games in their small groups. The improvement of students' involvement could be seen in the production sessions of the two meetings at the Cycle 2. The students played the guessing games in a group of four and in pairs.

.....
 The guessing games started from group 1. R offered the Ss to be a volunteer. Aziz offered his self. He came before his group and took the card. His friends asked him *"What do you think about that place?"* He gave his opinion about the tourist resort stated in the card. Bintang guessed the tourist resort *"Kukup beach"* R moved to the group 2. Fahri came and stood before his friends and took a card. His friends asked him *"What do you think about that place?"* Fahri said *"It is one of the beautiful beaches in Gunungkidul"* Bambang asked *"Ragunan zoo?"* The Ss laughed at him. Fahri said *"No"* Danang asked him *"Is that Sundak beach?"* Fahri said *"No"* Bambang asked *"Nusa Dua beach?"* Fahri said *"No"* Danang asked *"Kukup beach?"* Fahri said *"No"* Finally, Arif asked *"Wediombo beach?"* Fahri answered *"Yes"*. The tourist resort was guessed. R moved to the group 3. Cika stood up and took a card. Her friends asked her *"What do you think about that place?"* Cika answered *"It is one of beautiful beaches in Yogyakarta"* Welin asked her *"Is that Samas beach?"* Cika said *"No"* Welin asked again *"Is that Parangtritis beach?"* Cika answered *"Yes"*. R thanked to them and moved to the group 4. Nada took a card. Ari asked her *"What do you think about that place?"* Nada answered *"It's one of the famous mountains in Indonesia"* Siti asked *"mounth Bromo?"* Ari asked *"mount Merbabu?"* Nada shook her head. Siti asked *"mounth Merapi?"* Nada said *"Yes"*. The tourist resort was guessed.

(App1/FN3/May 29, 2013)

.....
 R moved to group 5. Via took a card and Annisa guessed the tourist resort stated (KAA Museum). R moved to group 6. Umami took a card and Rizky could guess the tourist resort stated (Nusa Dua beach). R moved to group 7. Ekik took a card and Aji guessed *"Samas beach"*. R moved to group 8. Bhastian took a card. Tata asked *"What do you think about that place?"* Bhastian answered *"I think it's one of the beautiful mountains in Indonesia"* Angga T said *"mount Merbabu?"* Bhastian answered *"Yes"*. R thanked to them. R moved to group 1 again. Panji

offered his self to be volunteers. He took a card. Then, his group members asked him *"what do you think about that place?"* Panji read the card and answered *"I think that it's one of beautiful places in Bali"*. Aziz could guess the place (Garuda Wisnu Kencana). R moved to group 2. Bambang took a card and Danang guessed the tourist resort stated (Kerinci Lake). R moved to group 3. Welin took a card and Cika could guess the tourist resort stated (Malioboro). R moved to group 4. Novi took a card. Then, Nada and Ari guessed *"Toba Lake"* together.

.....
(App1/FN3/May 29, 2013)

R asked the Ss to work in pairs. R explained the procedures of guessing games and gave some examples to the Ss. R displayed the pictures of artists on the screen and showed the cards to the Ss. The Ss were very enthusiastic about the artists stated. Some of said *"nanti kartunya buat saya ya bu"*. Then, R started the guessing games. The guessing games started from Aziz and Angga S. Angga S took a card containing an artist picture. Aziz asked Angga S for some information about the artist. Angga S answered *"He is a famous chef in Indonesia"*. Aziz could guess the artist directly. He said *"chef Juna"*. The next pairs were Gita and Cika. Gita took a card. Cika asked *"could you tell me about that artist, please?"* Gita answered *"sure. He is a comedian"*. Then, Cika guessed *"is he Andre Taulani?"* Gita answered *"yes, he is"*. R complimented them and said thanks to them. The next performers were Panji and Bintang. Panji took a card and Bintang asked him *"can you tell me about that artis?"* Panji said *"she is a dangdut singer. The song is alamat palsu"* Bintang guessed *"is she Ayu ting-ting?"* Panji said *"yes"*.

.....
(App1/FN4/June 4, 2013)

After that, Welin and Bkti took their turn. Welin took a card and Bkti asked *"could you tell me about that artist, please?"* Welin answered *"sure. She is a famous dangdut singer"*. Bkti tried to guess the artist *"is she Julia Perez?"* (Bkti forgot what Welin said whether he or she) Welin answered *"no, she isn't. She is famous in her goyang gergaji"* Bkti guessed *"anu.... Dewi Persik"* Welin said *"yes, she is"* R complimented them and said thank you. Most of the Ss could have longer dialogues than before. They tried to continue their words although they had to change their language. Danang and Fahri were the next pairs. Danang took a card. Fahri asked him *"can you tell me about that artist, please?"* Danang said *"of course, he is a vocalist band"* Fahri guessed *"Ariel Noah"* Then, Danang answered *"yes, he is"*. R thanked to them and said *"good"*. Then, R corrected Danang's sentence. She said *"it should be band vocalist not vocalist band"*. After that, Nada and Siti played the guessing game well. Siti could guess the artist stated (Zaskya Gotik).

.....
(App1/FN4/June 4, 2013)

From those field notes at Cycle 2, it could be seen that all of the students got an opportunity to speak. They always tried to continue their words although there were some mistakes made. The researcher really appreciated it. Besides, the students also assumed that the guessing games were more effective to be played in small groups.

Based on the student's open-ended questionnaire on Wednesday, June 5, 2013 on the sixth question: *Menurut adik, mana yang lebih efektif? Guessing games dengan kelompok delapan anak, empat anak atau berdua? Mengapa?* (Which one was more effective? Guessing games in a group of eight, in a group of four or in pairs? Why?), there were 12 students preferred in pairs, 10 students chose preferred in a group of four and 5 students preferred in a group of eight. The two students' answers were irrelevant and two other students were absent. There were only thirty students answered the open-ended questionnaire.

In addition, the English teacher said that the students had their own opinion on the number of the group members.

.....
R: *Untuk kelompoknya tadi anak-anak bilang lebih suka yang berempat, itu gimana?*

(What about the group members? The students said that they prefer playing the guessing games in a group of four)

T: *Ya tergantung mereka ya? Mereka senang berempat mungkin, ada yang senang berdua karena bisa gak banyak yang ganggu. Mungkin ada yang senang delapan ramai, karena ya....*

(Yes, it depended on them. Some of the students preferred playing it in a group of four. Maybe there were some students preferred to work in pairs because there were no other students disturbed. Maybe they liked playing in a group of eight because it was more fun)

.....
(App3/IT13/June 5, 2013)

From the class observation and the teacher and students' opinions, it seemed that playing guessing games in small groups were more effective than in big groups. There was an improvement on the students' involvement. All of the students got same opportunity to speak both in a group of four or in pairs. While in a group of eight, the opportunity given did not spread well. The more active students would get the opportunity faster than the less active one. However, playing guessing games in pairs were less fun. There was no competition among the students. Hence, guessing games in a group of four was the most effective one to improve students' involvement without reducing students' fun.

3) Improving students' speaking skills by implementing small groups of guessing games

Playing guessing games in small groups were also aimed at improving the students' speaking skills. When the students got the opportunity to speak, they would try to use it maximally. They implemented the English expressions they learned in the real situation. Besides, they also got some feedbacks and corrections which helped them to improve their speaking skills.

Based on the student's open-ended questionnaire on Wednesday, June 5, 2013 on the second question: *Apakah kegiatan guessing games dapat membantu adik dalam mempelajari ungkapan-ungkapan bahasa Inggris dengan benar? Mengapa?* (Could the guessing games help you to learn English expressions correctly? Why?). The students' answers were in the following table.

Table 7: The Students' Opinion on their Learning Improvements

Students	Students' Answers	Meanings
1	<i>Tidak, gak bisa B. Inggris</i>	No, because I could not speak English
2	<i>Iya, karena guessing games sangat menyenangkan dan tidak membosankan</i>	Yes, because the guessing games were very fun and not boring
3	<i>Ya sedikit-sedikit, karena belajar dengan bahasa Inggris yang belum mengerti</i>	Yes a little, because I learned English which was I did not understand before
4	<i>Iya, karena kegiatan guessing games tidak membosankan</i>	Yes, because the guessing games were not boring
5	<i>Iya, karena kegiatan guessing games tidak membosankan</i>	Yes, because the guessing games were not boring
6	<i>Ya sedikit-sedikit, karena belajar berbicara dengan bahasa Inggris yang belum kita kuasai</i>	Yes a little, because we learned to speak English which was we did not understand before
7	<i>Ya, karena kegiatan guessing games mempermudah saya menghafal kata-kata B. Inggris</i>	Yes, since the guessing games helped me to memorize English words easier
8	<i>Ya, karena dapat mempelajari kata baru</i>	Yes, since I learned some new words
9	<i>Ya, karena dapat mempelajari kata baru</i>	Yes, since I learned some new words
10	<i>Ya, karena dapat mempelajari kata-kata baru</i>	Yes, since I learned some new words
11	<i>Lumayan, karena dapat mempelajari kata baru</i>	A little, since I learned some new words
12	<i>Bisa, karena bisa sambil bermain, bercanda dan tidak terlalu tegang</i>	Yes it could, because I could learn while playing and it was not really serious
13	<i>Iya, karena bisa tau kata yang belum kami pahami</i>	Yes, because I knew the new words
14	<i>Ya</i>	Yes
15	<i>Tidak, karena tidak bisa bahasa Inggris</i>	No, because I could not speak English

16	<i>Iya, dapat dimengerti</i>	Yes, it could be understood
17	<i>Bisa, karena bisa sambil tertawa bersama dan bisa sambil bernyanyi</i>	Yes it could, because I could learned while laughing together and singing
18	<i>Iya, karena mudah difahami dan dimengerti</i>	Yes, since it was easy to be understood
19	<i>Iya, karena kegiatan guessing games tidak membosankan</i>	Yes, because the guessing games were not boring
20	<i>Ya, sedikit-sedikit bisa membantu saya untuk mengungkapkan bahasa Inggris</i>	Yes. It helped me to expressed the ideas in English
21	<i>Iya, karena guessing games tidak membosankan</i>	Yes, because the guessing games were not boring
22	<i>Ya, karena bisa meniru contoh di buku</i>	Yes, because I could see the examples in the book
23	<i>Ya, karena speaking mempermudah belajar bhs Inggris</i>	Yes, because speaking helped me learn English easier
24	<i>Ya, karena menyenangkan</i>	Yes, since it was fun
25	<i>Ya, karena mempermudah belajar bahasa Inggris</i>	Yes, because speaking helped me learn English easier
26	<i>Ya, karena menyenangkan</i>	Yes, since it was fun
27	<i>Ya, mudah dimengerti</i>	Yes, it could be understood easier
28	<i>Ya, lebih menyenangkan</i>	Yes, since it was more fun
29	<i>Ya</i>	Yes
30	<i>Ya, karena asyik</i>	Yes, since it was fun

(App4/Q3/June 5, 2013)

There were only thirty students filled the open-ended questionnaire, since the two other students were absent. From those students' answers, twenty eight students said that the guessing games helped them to practice speaking easily and two other students said "no" with their own reasons. Hence, it could be said that

most of the students agreed that their speaking skills improved through the small groups of guessing games.

The students' improvement could also be proved in the production sessions of each meeting. The students' communication in the guessing games was longer than before. They also always tried to continue their speech although they had to switch the language or had some pauses.

.....
 R moved to the group 2. Fahri came and stood before his friends and took a card. His friends asked him *"What do you think about that place?"* Fahri said *"It is one of the beautiful beaches in Gunungkidul"* Bambang asked *"Ragunan zoo?"* The Ss laughed at him. Fahri said *"No"* Danang asked him *"Is that Sundak beach?"* Fahri said *"No"* Bambang asked *"Nusa Dua beach?"* Fahri said *"No"* Danang asked *"Kukup beach?"* Fahri said *"No"* Finally, Arif asked *"Wediombo beach?"* Fahri answered *"Yes"*. The tourist resort was guessed. R moved to the group 3. Cika stood up and took a card. Her friends asked her *"What do you think about that place?"* Cika answered *"It is one of beautiful beaches in Yogyakarta"* Welin asked her *"Is that Samas beach?"* Cika said *"No"* Welin asked again *"Is that Parangtritis beach?"* Cika answered *"Yes"*.

(App1/FN3/May 29, 2013)

.....
 R moved to Ari and Novi. They were some of the less active students at the previous meetings. When they were given an opportunity to speak, they used it maximally. Ari took a card. Novi asked her *"can you tell me about that person?"* Ari answered *"he is a husband from Saskya Sungkar"*. Novi guessed it *"is he Irawansyah?"* Ari answered *"yes, he is"*. R thanked to them and corrected the mistake. She said *"do you mean he is the husband of Saskya Sungkar or he is Saskya Sungkar's husband?"*

(App1/FN4/June 4, 2013)

The less active students made some improvements at Cycle 2. They got enough opportunity to speak when they played the guessing games in small groups. Fortunately, they used the opportunity maximally. Besides, the interviewed students also agreed that the small group of guessing games improved

their speaking skills gradually. The students said that it helped them to learn English expressions easier. Some of the students' interview transcripts were presented below.

.....
R: *Ok. Games bisa meningkatkan kemampuan speaking-mu gak?*

(Could the games improve your speaking skills?)

S: *Bisa.*

(Yes, it could)

R: *Lebih mudah memahami ungkapan dalam bahasa Inggris gak?*

(Could it help you learn English expressions easier?)

S: *Iya.*

(Yes)

.....
(App3/IT14/June 5, 2013)

.....
R: *Kalo motivasimu belajar tambah gak?*

(What about the learning motivation? Did it improve?)

S: *Iya.*

(Yes)

R: *Kalo kemampuannya?*

(What about the speaking skills?)

S: *Sedikit.*

(A little)

R: *Sedikit?*

(A little?)

S: *Bertambah.*

(It improved)

R: *Kenapa?*

(Why?)

S: *Ya, berlatih sambil bermain.*

(We could practice while playing)

.....
(App3/IT18/June 5, 2013)

-
- R: *Speaking pake games seneng gak?*
(Are you happy with games in speaking?)
- S: *Iya, seneng.*
(Yes, I am happy)
- R: *Bisa membantu mempelajari ungkapan bahasa Inggris?*
(Could it help you learning English expressions?)
- S: *Bisa.*
(Yes, it could)
-

(App3/IT15/June 5, 2013)

In addition, the English teacher believed that there was an improvement of the students' speaking skills. It improvement could be seen in the students' speaking scores of Post-Test 2 at the end of Cycle 2. There was an improvement of the students' mean scores. Hence, the English teacher believed that the use of guessing games in speaking was effective to improve the students' speaking skills.

-
- R: *Ya, ya, ya. Menurut ibu motivasi anak bertambah gak dengan games ini?*
(What do you thing about the students' motivation? Could it improve with the games?)
- T: *Iya, ya. Karena saya kira mereka untuk motivasi belajarnya meningkat, terlihat dari hasil mereka ternyata lebih baik dari kemarin.*
(Yes. I think their learning motivation improved. It could be seen from their test results. It's better than before)
- R: *Hasil test-nya ya bu?*
(Was it from the test results?)
- T: *He'eh.*
(Yes)
- R: *Jadi bisa dikategorikan kalau guessing games ini berhasil?*
(So, could it say that the guessing games were success?)
- T: *Bisa, iya.*
(Yes, it could)
-

(App3/IT13/June 5, 2013)

The results of Post-Test 2 showed that the students' speaking skills were improved. The students could improve their skills better in their small groups of guessing games. It could be identified from their mean scores of the Post-Test 2.

Table 8: **Students' Post-Test 2 Scores**

	Speaking Scores	
	1st Assessor	2nd Assessor
Mean	25.03	26.90

Although there were two students absent, the results of the test showed that there was a significant improvement of the students' speaking scores. The researcher and collaborator saw that the students' mean scores were improved by comparing their Post-Test 1 and Post-Test 2 scores.

Table 9: **The Comparison of Students' Post-Test 1 and Post-Test 2 Scores**

	Mean Scores	
	1st Assessor	2nd Assessor
Post-Test 1	20.69	25.31
Post-Test 2	25.03	26.90
Improvements	4.34	1.59

From those sets of scores, the researcher and collaborator also noted that the student' speaking skills improvements at Cycle 2 was bigger than those at Cycle 1. So, it could be concluded that implementing guessing games in small groups were more effective to improve students' speaking skills.

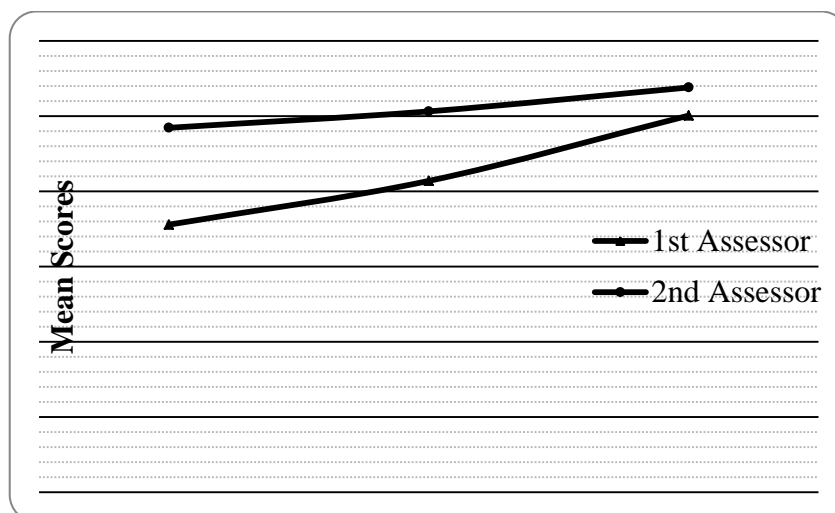


Figure II: The students' speaking skills improvement

c. Reflection

Cycle 2 was developed based on the reflection at the previous cycle. This cycle consisted of two meetings. The researcher and collaborator agreed to use LCD as one of the teaching media. At the first meeting, the students were very enthusiastic about using LCD. They enjoyed the lesson more. They were also happy with some funny pictures displayed on the screen.

At this cycle, the students also showed their improvement on their self-confidence. They were not bringing their text anymore when they practiced the dialogues made. They preferred looking at the clues given at the screen displayed. Besides, at this cycle, the guessing games were played in smaller groups. They played the guessing games in a group of four and in pairs.

At the first meeting, the students played the guessing games in a group of four. Most of the students played the games well. They started to communicate in English longer than before. All students got the opportunity to speak and they

used it maximally. The students tried to always continue their word although they had to change their language and sometimes asked their friends.

At the second meeting, the students' enthusiasm improved more. It was caused by the lesson topic. It was interesting, since it talked about famous artists in Indonesia. The guessing games were played in pairs. It maximized the students' involvement and opportunity to speak. Their speaking skills were also improved. The less active students showed that they could be more active when they were given enough opportunity.

d. Findings of Cycle 2

Based on what the researcher and the collaborator had planned, acted and observed and reflected at Cycle 2, this research came to the following findings:

- 1) The implementation of interesting media and lesson topic were effective to improve the students' learning motivation.
- 2) Playing guessing games in small groups was effective to improve the students' involvements. It was because the speaking opportunity spread well throughout the students.
- 3) Playing guessing games in small groups was effective to improve the students' speaking skills. It was because the students practiced speaking more often and got more feedbacks and corrections of their speech.

C. Findings of the Research

- 1) The use of classroom English maximally was effective to make the students accustomed to using English orally.
- 2) The use of guessing games as one of speaking activities was effective to improve students' motivation, involvement and speaking skills.
- 3) The implementation of interesting media and lesson topic were effective to improve the students' learning motivation.
- 4) Playing guessing games in small groups was effective to improve the students' involvements. It was because the speaking opportunity spread well throughout the students.
- 5) Playing guessing games in small groups was effective to improve the students' speaking skills. It was because the students practiced speaking more often and got more feedbacks and corrections of their speech.
- 6) The most effective way to play guessing games was in a group of four. It was because the students could involve maximally in the group. It also did not reduce the fun of the game, since there was still a competition in it.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

The action research implemented at the Grade VIII students of SMP N 1 Semanu was begun on May 15, 2013 and ended on June 5, 2013, during the second semester in the academic year of 2012/2013. This research aim which was improving students' speaking skills through guessing games was successful. The action which were carried out at two cycles were successfully improved the students motivation and involvement in speaking. It also improved the student' speaking skills gradually. Besides, the implementation of guessing games in small groups improved the students' speaking skills better.

During the research, there were some improvements occurring as the results of the actions. Those improvements included the way of thinking and behaving of the research members. Those were related to the process of teaching speaking, the students and the English teacher. Those improvement details were presented as follows:

1. The teaching and learning process of speaking

Before the implementation of the actions, the students not accustomed to using English orally. The English classroom was not used maximally. Most of the speaking activities were also monotonous and less interesting. The students learned most of the English expressions in the written form. The speaking activities also did not facilitate the students to use those expressions orally and spontaneously.

After the actions, the classroom English was also used maximally. The speaking activities were more interesting. The students' motivation was also improved by using interesting media and presenting interesting lesson topic. The speaking activity facilitated the students to communicate in the real situations. It improved the students' involvement too.

2. The students' speaking skills

Before the actions, most of the students were had low self-confidence in speaking. Their speaking skills were also poor. Most of the students preferred to keep silent rather than tried to express their ideas orally. After the research, the students were more familiar to use English orally. The students also believed that learning speaking was as important as learning reading and grammar. The students were being more confident in speaking. They were also improving their vocabulary gradually. The improvement of the students' speaking skills could be seen clearly in their speaking scores.

3. The English teacher's appreciation of guessing games in speaking

Before the actions, the English teacher believed that it was difficult to make the students speak. So, she really appreciated guessing games in teaching speaking. She found a fact that using games in speaking could improve the students' motivation, involvement and speaking skills. She also assumed that the students had to be given more opportunity to speak through some effective speaking activities.

B. Implications

The main aim of studying a language was being able to communicate it the language fluently. That was why the teacher always tried to improve their teaching techniques in teaching speaking. They created and used some interesting activities to improve the students' motivation in speaking. However, encouraging the students to speak up was not easy. It also needed appropriate techniques to improve their speaking skills.

Based on the results of the research, it implied that the students' speaking skills could be improved through the following implementations:

1. Using classroom English maximally;
2. Implementing appropriate teaching technique which gave the students enough opportunity to speak English orally and spontaneously;
3. Using guessing games as one of the speaking activities to improve the students' motivation and involvement in speaking;
4. Using interesting media and presenting interesting lesson theme to improve the students' motivation;
5. Implementing small groups of guessing games to improve the students' involvement and speaking skills.

By implementing the actions, there were some improvements on the students' motivation and involvements in speaking. Those actions also improved the students' speaking skills gradually.

C. Suggestions

Based on the conclusion and implication of the research, some suggestions directed toward the Grade VIII students and English teachers of SMP N 1 Semanu. It is better for the English teacher to use classroom English maximally, since it is effective to make the students accustomed to using English orally. The English teachers should also consider media and lesson topics they use, because it will influence the students' motivation in learning.

In teaching speaking, some interesting activities are needed, such as guessing games. It improves the students' motivation, involvement and speaking skills. Playing guessing games in small groups is also more effective to improve the students' involvements and speaking skills. It is because the students get equal opportunity to speak and they could practice speaking more often and got more feedbacks and corrections of their speech. However, the teachers should also consider the students' fun in the guessing games.

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FIELD NOTES

Field Note 1

Meeting 1, Cycle 1

Tuesday, May 21, 2013

11:00 a.m. - 12:20 a.m.

Language Function : Asking for and Offering Help

Theme : Occupation

Phase	Time	Activity	Class Situations
Pre-Teaching	11:00-11:08	R and the T entered the classroom. R greeted the Ss, called the roll, and done apperception.	Mrs. C. Winarni (T) sat in a chair behind the Ss. R greeted the Ss. She said “ <i>good morning</i> ”. The Ss answered “ <i>good morning</i> ”. The R continued “ <i>how are you today?</i> ” Some Ss answered “ <i>yes</i> ”, some other Ss laughed at them. Then, the R repeated “ <i>how are you today?</i> ” The Ss answered “ <i>I’m fine thank you. And you?</i> ” The R answered “ <i>I’m fine too. Thank you</i> ”. The R asked the Ss “ <i>who is absent today?</i> ” The Ss kept silent. They did not understand what the R meant. Then, the R repeated in bahasa Indonesia. The Ss answered in bahasa Indonesia too. Then the R outlined materials and mentioned the goals of the teaching and learning.
Whilst Teaching	11:08-11:20	PRESENTATION a. R distributed handout to the Ss. b. The R and the Ss presented some dialogues containing expressions of asking for and offering help. c. The R explained some expressions used in the dialogues and how to give positive responses to	R distributed the handout to the Ss. R asked whether there were some Ss who wanted to be volunteers to read the dialogues. Bambang raised his hand. He wanted to read the first dialogue with Arif, his tablemate. Bambang acted as Andy and Arif acted as Bob. Both of them made some mistakes in pronouncing the words <i>library</i> , <i>work</i> and <i>librarian</i> . R thanked to them. Then, R gave feedback in pronouncing <i>library</i> , <i>work</i> and <i>librarian</i> . R offered some students to be volunteers to read second dialogue. Angga T raised his hand. He read the second dialogue with Tata, his tablemate. Tata (as Tom) read her dialogue well, but Angga T (as Gerry) made some mistakes in pronouncing the

		them.	<p>words <i>reach</i> and <i>university</i>. R thanked to them and gave them feedback by pronouncing the words <i>reach</i> and <i>university</i> correctly.</p> <p>R explained some expressions used to ask for and offer help. R also explained the positive responses to ask for and offer help. The Ss paid attention to the R. After that, the R asked “<i>is there any question?</i>” The Ss said “<i>no</i>”. R asked some questions related to the expressions used to check the Ss’ understanding. The Ss answered the questions well.</p>
	11:20-11:50	<p>PRACTICE</p> <ol style="list-style-type: none"> The R asked the Ss to pronounce some words found. The Ss made dialogues in pairs. The Ss acted the dialogues out before the class. 	<p>R moved to task 3. R gave examples in pronouncing some words found in the dialogues. The Ss repeated after the R. Then, the Ss pronounced the words one by one. R gave feedback and corrected the Ss’ mistakes.</p> <p>R asked the Ss to make dialogues based on the clues given in pairs. They might choose the situation 1 or 2. R monitored the Ss by moving around the class. Some Ss still confused and asked the R. the R helped them. The Ss did not bring their dictionary. So, they asked their classmates.</p> <p>R asked the Ss to act the dialogues before the class without text, but the Ss refused it in bahasa Indonesia. R permitted them to bring their text to make it fast. R offered the Ss to be a volunteer. Putri raised her hand. R invited her and her tablemate, Annisa. They chose the dialogue in situation 1. Next, Bambang and Arif acted their dialogue of situation 1. Danang and Fahri also acted their dialogue of situation 1. They acted their dialogue with high confidence, although there were some mispronunciations made. The R gave them feedback and asked other Ss to act the dialogue of situation 2. R offered the Ss to be a volunteer. Cika and Gita came before the class and</p>

			acted their dialogue of situation 2 followed by Tata and Angga T. They also had high confidence, but still made some mistakes. Tata and Angga T made many mistakes in their pronunciation and sentences' constructions. R thanked to them and gave them some feedbacks.
	11:50-12:15	<p>PRODUCTION</p> <p>a. The Ss made a group of 8.</p> <p>b. The Ss played guessing games using the expressions of asking for and offering help by guessing somebody's occupation based on what should they do to help them.</p>	<p>R divided the Ss into 4. The Ss worked in a group of 8 based on their sit rows. There were 4 groups in 4 rows. R explained the procedures of guessing games and gave some examples to the Ss.</p> <p>The guessing games started from the first row in the right (group 1). R offered the Ss to be a volunteer. Angga S offered his self. He came before his group and took the card. He was confused with the situation in the card. The R helped him. He said "<i>tell Mr. Cahyo to come to my room</i>". Some students tried to guess his occupation by asking some questions. Finally, Arif asked "<i>are you a head master?</i>" Angga S said "<i>yes</i>". The occupation was guessed.</p> <p>R said "<i>thank you</i>" to Angga S and gave feedback. R explained to the Ss about the situation in the card.</p> <p>Then, the R moved to the forth row from the right (group 4) because they asked the R to move to them first. R offered the Ss to be a volunteer. Bhastian offered his self and took the card. The situation required his group to offer help to Bhastian. Then, Bhastian said "<i>take my camera in the bag</i>". Tata could guess the occupation directly. She said "<i>photographer</i>". R repeated "<i>are you a photographer?</i>" to corrected Tata. Tata smiled and Bhastian said "<i>yes</i>".</p> <p>R moved to the third row from the right (group 3) and offered the Ss to be a volunteer. There were no respond from the Ss. Then, R moved to the second row from the right (group 2) first. In</p>

		<p>this group, Cika offered herself to be the volunteer. She took a card. R asked other Ss in her group to offer some helps. Next, she gave a positive response. She said <i>"please take some nails, bolts, and pliers in the garage"</i>. Welin asked <i>"are you a driver?"</i> Cika answered <i>"no"</i>. Then, Welin asked Cika (in bahasa Jawa) <i>"balenono"</i> to repeat her utterance. Cika repeated it again. Welin asked <i>"are you a carpenter?"</i> Cika said <i>"yes"</i>. R said <i>"thank you"</i>, gave applause to this group and said <i>"good"</i>.</p> <p>R moved back to group 3 and offered the Ss to be a volunteer. Finally, Putri came before her friends. She was confused of the situation in the card. R asked the Ss in her group to offer some helps. Cika asked her friends in Putri's group (in bahasa Jawa) to offer some helps. Annisa tried to offer some helps but she made a mistake by saying <i>"can you help me?"</i> Putri was still confused. She read the situation in the card <i>"ask your friends to take some cables, lamp bulbs, and screwdriver in the box"</i> unclearly. Her friends did not understand. Then, the R repeated her sentence. Annisa asked <i>"are you electrician?"</i> Putri just nodded her head and smiled.</p> <p>R moved to group 1 again. This turn, Bambang offered his self. He chose a card and played the game. Danang could guess the occupation stated. R moved to group 4. Ekik came to play the game and Angga T guessed the occupation. Then, R moved to group 2. Welin took the card and asked her friends <i>"please put the scissors and hair dryer in the table"</i>. Cika and Gita asked <i>"are you a chef?"</i> together. Welin said <i>"no"</i>. Gita asked <i>"are you a waitress?"</i> Welin said <i>"no"</i>. Cika asked <i>"are you a barber?"</i> Welin said <i>"yes"</i>. R moved to</p>
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			group 3. Annisa came before her group and Putri could guess the occupation.
Post-Teaching	12:15-12:22	R together with the Ss reviewed all materials and previewed the next materials. R motivated the Ss and said goodbye	R asked “ <i>what have we learned today?</i> ” Some Ss said “ <i>yes</i> ”, indicated that they did not understand. R repeated it in bahasa Indonesia. The Ss answered “ <i>asking for and offering help</i> ”. R reviewed all the Ss mistakes in playing games and corrected them. R previewed the next materials and gave motivation to the Ss. Then, Ss said a prayer. R closed the meeting by saying good bye.

Field Note 2

Meeting 2, Cycle 1

Wednesday, May 22, 2013

11:00 a.m. - 12:20 a.m.

Language Function : Asking for and Giving Things

Theme : Stationery

Phase	Time	Activity	Class Situations
Pre-Teaching	11:00-11:11	R and the T entered the classroom. R greeted the Ss, called the roll, and done apperception.	Mrs. C. Winarni (T) sat in a chair behind the Ss. R greeted the Ss. She said “ <i>good morning</i> ”. The Ss answered “ <i>good morning</i> ”. The R continued “ <i>how is your life today?</i> ” The Ss just kept silent. Then R explained that “ <i>how is your life</i> ” was same as “ <i>how are you?</i> ” Next, R repeated “ <i>how is your life today?</i> ” The Ss answered “ <i>I’m fine thank you. And you?</i> ” The R answered “ <i>I’m fine too. Thank you</i> ”. The R asked the Ss “ <i>who is absent today?</i> ” The Ss answered “ <i>No</i> ” R corrected “ <i>do you mean there’s no student absent today? If yes, you should say no one</i> ” The Ss repeated “ <i>no one</i> ” R said “ <i>good</i> ” Then the R outlined materials and mentioned the goals of the teaching and learning. Next, the R done apperception by asking some questions related to the materials.

Whilst Teaching	11:11-11:22	<p>PRESENTATION</p> <ul style="list-style-type: none"> a. R distributed handout to the Ss. b. The R and the Ss presented some dialogues containing expressions of asking for and giving things. c. The R explained some expressions (asking for and giving things) used in the dialogues 	<p>R distributed the handouts to the Ss. R asked whether there were some Ss who wanted to be volunteers to read the dialogues. Bambang raised his hand. He wanted to read the first dialogue with Arif, his tablemate. Bambang acted as Tina and Arif acted as Sony. Bambang made some mistakes in pronouncing the words <i>me</i>, <i>need</i> and <i>line</i>. R thanked to them. Then, R gave classical feedback in pronouncing <i>me</i>, <i>need</i> and <i>line</i>. R offered some students to be volunteers to read the second dialogue. Angga S raised his hand. He read the second dialogue with Aziz, his tablemate. Angga S (as Dini) and Aziz (as Tono). Both of them made some mistakes in pronouncing the words <i>assignment</i>, <i>meaning</i> and <i>dictionary</i>. R thanked to them and gave them feedback by pronouncing the words <i>assignment</i>, <i>meaning</i> and <i>dictionary</i> correctly. R explained some expressions used to ask for and give things. The Ss paid attention to the R. After that, the R said “<i>any question?</i>” The Ss just kept silent. R asked some questions related to the expressions used to check the Ss’ understanding. The Ss answered the questions well.</p>
	11:22-11:55	<p>PRACTICE</p> <ul style="list-style-type: none"> a. The R asked the Ss to pronounce some words found in the dialogue. b. The Ss made dialogues in pairs. c. The Ss acted the dialogues out before the class. 	<p>R asked the Ss to pay attention in task 3. R gave examples in pronouncing some words found in the dialogues. The Ss repeated after the R. Then, the Ss pronounced the words one by one. R gave feedback and corrected the Ss’ mistakes. R asked the Ss to make dialogues based on the clues given in pairs. They might choose the situation 1 or 2. R monitored the Ss by moving around the class. Some Ss still confused. Some Ss asked the R to help them or discussed their task with their</p>

			<p>classmates. The Ss did not use their dictionary to help them. Even, they did not bring their dictionary.</p> <p>R asked the Ss to act the dialogues before the class without text, but the Ss refused it in bahasa Indonesia. Finally, R permitted them to bring their text. R offered the Ss to be a volunteer. Arif and Bambang stood up and came before the class. They chose the dialogue in situation 1. Bambang and Arif acted their dialogue well. Their friends gave applause to them. Then, Ari and Novi offered themselves to be volunteers. They acted the dialogue in situation 2. Novi made a mistake in pronouncing the word <i>chalk</i>. She also said “<i>here you are</i>” in rising intonation. R thanked to them and gave them some feedbacks. R said that “<i>here you are</i>” should be said in falling intonation. Next, Leni and Via came before the class. They acted the dialogue 2. They made mistakes in pronouncing the words <i>blackboard</i> and <i>chalk</i>. R thanked to them and corrected their mistakes.</p> <p>After that, R offered the Ss to be a volunteer. R asked them to give one more practice of dialogue 1, because there were two pairs of Ss who practiced the dialogue 2. Then, Ekik and Aji came before the class. They acted the dialogue 1 well. R thanked to them.</p>
	11:55-12:17	<p>PRODUCTION</p> <p>a. The Ss made a group of 8.</p> <p>b. The Ss played guessing games using the expressions of asking for and giving things by guessing</p> <p>stationery stated</p>	<p>R divided the Ss into four groups which consisted of eight Ss. R asked the Ss to count from one to eight. The Ss knew what the R meant. They refused it in bahasa Indonesia. They wanted to have a group like their groups at the previous meeting. The Ss were noisy. R tried to control the Ss and permitted the Ss to have a group like the previous meeting. The Ss worked in a group of 8 based on their</p>

		<p>in the card.</p> <p>sit rows. There were 4 groups in 4 rows. R explained the procedures of guessing games and gave some examples to the Ss.</p> <p>The guessing games started from the fourth row from the right (group 4) because they asked R started from them first. R offered the Ss to be a volunteer. Ricki offered his self. He came before his group and took the card. He played his role well and Tata guessed the stationery stated in the card. R thanked to Ricki.</p> <p>Then, the R moved to the third row from the right (group 3) but there were no Ss who wanted to be a volunteer. So, the R moved to the second row from the right (group 2). Gita offered herself. She played her role well and the stationery could be guessed by Welin.</p> <p>Next, R moved to the first row in the right (group 1). Bambang came before his group. He played his role well and the stationery in the card (book) could be guessed by Danang. After that, R went to the group 3. Ummi was the volunteer. She played her role well and her friends (Anisa and Putri) guessed the stationery stated (correction pen) together.</p> <p>R moved to group 4. Angga T came before his group. He made a mistake in pronouncing the word <i>cut</i>. Their friends laughed at him although they knew what he meant. Bhastian and Endra guessed the stationery meant together. R thanked to Angga T and corrected his mistake.</p> <p>Next, in the group 2, Bhekti came before her group and Gita guessed the stationery (glue). In group 1, Danang offered his self and Aziz guessed by saying "<i>ink</i>". In group 3, Puput came before her group and Anisa guessed the stationery (rubber) directly.</p>
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			<p>The games ran well. Most of the Ss offered their selves to be volunteers and cooperated well in their groups. Tata offered her self and Bhastian guessed the stationery stated (group 4), Ari offered her self and Welin guessed the stationery stated (group 2), Bintang offered his self. Then Aziz and Fahri guessed the stationery stated together (group 1), Leni offered her self and Rizki guessed the stationery stated (group 3), Endra offered him self and Angga T guessed the stationery stated (group 4), Siti offered her self. Then, Gita and Cika guessed the stationery stated together (group 2), Fahri offered his self and Panji guessed the stationery stated (group 1). Finally, Putri offered her self and Anisa guessed the stationery stated (group 3). R thanked to the Ss and gave the applause.</p>
Post-Teaching	12:17-12:21	R together with the Ss reviewed all materials and previewed the next meeting's activity. R motivated the Ss and said goodbye	<p>R asked "<i>what have we learned today?</i>" The Ss answered "<i>asking for and giving things</i>". R reviewed all the Ss mistakes in playing games and corrected them. R previewed the next meeting's activity and gave motivation to the Ss. Then, Ss said a prayer. R closed the meeting by saying good bye.</p>

Field Note 3

Meeting 1, Cycle 2

Wednesday, May 29, 2013

11:00 a.m. - 12:20 a.m.

Language Function : Asking for and Giving Opinion

Theme : Tourist Resorts

Phase	Time	Activity	Class Situations
Pre-Teaching	11:00-11:10	R and the T entered the classroom. R greeted the Ss,	R came to the class first. She brought a set of LCD. The Ss were happy. Some of them said " <i>asyik nganggo LCD</i> ".

		called the roll, and done apperception.	Then, all of them entered the class quickly. Some of them helped the R to set up the LCD while waiting for Mrs. C. Winarni (T). Mrs. Winarni came to the class and sat in a chair behind the Ss. R greeted the Ss. She said “ <i>good morning</i> ”. The Ss answered “ <i>good morning</i> ”. The R continued “ <i>how are you today?</i> ” The Ss answered “ <i>I’m fine thank you. And you?</i> ” The R answered “ <i>I’m fine too. Thank you</i> ”. The R asked the Ss “ <i>who is absent today?</i> ” The Ss answered “ <i>Angga Syahrul</i> ”. R asked them “ <i>why?</i> ” They said “ <i>sick, ma’am</i> ” Then, R outlined materials and mentioned the goals of the teaching and learning.
Whilst Teaching	11:10-11:25	<p>PRESENTATION</p> <p>a. R distributed handout to the Ss.</p> <p>b. The R and the Ss presented some dialogues containing expressions of asking for and giving opinion.</p> <p>c. The R explained some expressions used in the dialogue.</p>	<p>R distributed the handout to the Ss. R started to display the materials on the screen. The Ss sometimes were laughed when they saw some funny pictures on the screen. R used some pictures to break the Ss’ boring and to improve their motivation in learning.</p> <p>R asked whether there were some Ss who wanted to be volunteers to read the dialogues. Angga T raised his hand. He wanted to read the first dialogue with Tata, his tablemate. Tata acted as Dina and Angga T acted as Dion. Both of them made some mistakes in pronouncing the words <i>think</i>, <i>place</i>, <i>beautiful</i> and <i>beaches</i>. R thanked to them. Then, R gave classical feedback in pronouncing the words <i>think</i>, <i>place</i>, <i>beautiful</i> and <i>beaches</i>.</p> <p>R offered some students to be volunteers to read the second dialogue. Bambang raised his hand. He read the second dialogue with Arif, his tablemate. Angga T acted as Lina and Tata acted as Budi. Both of them made some mistakes in pronouncing the words <i>great</i>, <i>beautiful</i> and <i>located</i>. R thanked to them and gave them feedback by pronouncing the words</p>

			<p><i>great, beautiful</i> and <i>located</i> correctly. R explained some expressions used to ask for and give opinion. The Ss paid attention to the R. After that, the R said “<i>any question?</i>” The Ss said “<i>No</i>” Then, R asked some questions related to the expressions used to check the Ss’ understanding. The Ss answered the questions well.</p>
11:25-11:50	<p>PRACTICE</p> <ol style="list-style-type: none"> The R asked the Ss to pronounce some words found. The Ss made dialogues in pairs. The Ss acted the dialogues out before the class. 		<p>R moved to task 3. R gave examples in pronouncing some words found in the dialogues. The Ss repeated after the R. Then, the Ss pronounced the words one by one. R gave feedback and corrected the Ss’ mistakes.</p> <p>Then, R moved to the Task 4. There were 2 situations displayed. R took the situation 1 as the example. It helped the Ss to do their task easier. R together with the Ss made dialogue 1 based on the clues given. R discussed the dialogue 1 step by step with the Ss. R wrote the dialogue in the whiteboard as the example. Then, R asked the Ss to make dialogues 2 based on the clues given in pairs. Ss could read the situation in the handout or on the screen displayed. R monitored the Ss by moving around the class. Most of the Ss could do their task well.</p> <p>R asked the Ss to act the dialogues before the class without text. Ss could see the situation on the screen. R offered the Ss to be a volunteer. Cika raised her hand. R invited her and her tablemate, Gita. They acted the dialogue well. R thanked to them and gave them applause. Next, Bekti and Welin came before the class. They acted the dialogue quite well. After that, Bhastian and Endra came before the class. Bhastian acted his dialogue well, but Endra made a mistake in saying the word <i>location</i>. It should be <i>located</i>. R thanked to them and gave them a feedback. Then, Ricki and Hendra came</p>

		<p>before the class. They brought their text and put it in the floor. Their dialogue was full of hesitations although they read their dialogue. R gave them feedbacks and asked the Ss not to bring their text. Ekik and Aji came before the class without text. Ekik acted the dialogue well although he sometimes took a look at the screen. Aji almost forgot his dialogue. He tried to remember and stopped the dialogue. His friends laughed at him, but finally, he could finish his dialogue. R thanked to them. After that, Tata and Angga T came before the class followed by Annisa and Putri, Panji and Bintang and Fahri and Danang. They acted the dialogue well, but Fahri cheated his note in his palm. Next, Nada and Siti acted their dialogue. They did it well. R thanked to them and asked them to speak louder next time. After that, Leni and Via acted their dialogue followed by Puput and Umi, Ari and Novi, Aziz and Rizky and Lintang. Aziz acted the dialogue helped by the R because his tablemate, Angga S was absent. All Ss acted their dialogues well. R thanked to the Ss and gave them a classical feedback.</p>
11:50-12:15	<p>PRODUCTION</p> <p>a. The Ss made a group of 4.</p> <p>b. The Ss played guessing games using the expressions of asking for and giving opinion by guessing a tourist resort stated in the card.</p>	<p>R divided the Ss into 8 groups. The Ss worked in a group of 4 based on their sit. There were 2 groups in each row. The first row from the left, there were group 1 and 2. The second row (group 3 and 4). The third row (group 5 and 6). The forth row (group 7 and 8). R explained the procedures of guessing games and gave some examples to the Ss.</p> <p>The guessing games started from group 1. R offered the Ss to be a volunteer. Aziz offered his self. He came before his group and took the card. His friends asked him “<i>What do you think about that place?</i>” He gave his opinion about</p>

			<p>the tourist resort stated in the card. Bintang guessed the tourist resort “<i>Kukup beach</i>” R moved to the group 2. Fahri came and stood before his friends and took a card. His friends asked him “<i>What do you think about that place?</i>” Fahri said “<i>It is one of the beautiful beaches in Gunungkidul</i>” Bambang asked “<i>Ragunan zoo?</i>” The Ss laughed at him. Fahri said “<i>No</i>” Danang asked him “<i>Is that Sundak beach?</i>” Fahri said “<i>No</i>” Bambang asked “<i>Nusa Dua beach?</i>” Fahri said “<i>No</i>” Danang asked “<i>Kukup beach?</i>” Fahri said “<i>No</i>” Finally, Arif asked “<i>Wediombo beach?</i>” Fahri answered “<i>Yes</i>”. The tourist resort was guessed. R moved to the group 3. Cika stood up and took a card. Her friends asked her “<i>What do you think about that place?</i>” Cika answered “<i>It is one of beautiful beaches in Yogyakarta</i>” Welin asked her “<i>Is that Samas beach?</i>” Cika said “<i>No</i>” Welin asked again “<i>Is that Parangtritis beach?</i>” Cika answered “<i>Yes</i>”. R thanked to them and moved to the group 4. Nada took a card. Ari asked her “<i>What do you think about that place?</i>” Nada answered “<i>It’s one of the famous mountains in Indonesia</i>” Siti asked “<i>mounth Bromo?</i>” Ari asked “<i>mount Merbabu?</i>” Nada shook her head. Siti asked “<i>mounth Merapi?</i>” Nada said “<i>Yes</i>”. The tourist resort was guessed. R moved to group 5. Via took a card and Annisa guessed the tourist resort stated (KAA Museum). R moved to group 6. Ummi took a card and Rizky could guess the tourist resort stated (Nusa Dua beach). R moved to group 7. Ekik took a card and Aji guessed “<i>Samas beach</i>”. R moved to group 8. Bhastian took a card. Tata asked “<i>What do you think about that place?</i>” Bhastian answered “<i>I think it’s one of</i></p>
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			<p><i>the beautiful mountains in Indonesia</i>” Angga T said “<i>mount Merbabu?</i>” Bhastian answered “<i>Yes</i>”. R thanked to them.</p> <p>R moved to group 1 again. Panji offered his self to be volunteers. He took a card. Then, his group members asked him “<i>what do you think about that place?</i>” Panji read the card and answered “<i>I think that it’s one of beautiful places in Bali</i>”. Aziz could guess the place (Garuda Wisnu Kencana). R moved to group 2. Bambang took a card and Danang guessed the tourist resort stated (Kerinci Lake). R moved to group 3. Welin took a card and Cika could guess the tourist resort stated (Malioboro). R moved to group 4. Novi took a card. Then, Nada and Ari guessed “<i>Toba Lake</i>” together.</p> <p>R moved to group 5. Putri took a card and Annisa guessed the tourist resort stated (Borobudur Temple). R moved to group 6. Puput took a card and Ummi could guess the tourist resort stated (Kuta beach). R moved to group 7. Aji took a card and Ekik guessed “<i>Ragunan zoo</i>”. Then, R moved to group 8. Angga T took a card and Endra could guess the tourist resort stated (Baron beach). R moved to group 1 again. Here, Bintang was ready to take a card. Then, Panji guessed the place stated (Yogya Kembali Museum). Danang took a card in the group 2 and Fahri guessed “<i>Gembira Loka zoo</i>”.</p> <p>R moved to group 3. Gita took a card. Welin asked her “<i>what do you think about that place?</i>” Then, Gita answered “<i>I think it’s one of the beautiful beaches in Gunungkidul</i>”. Cika, Welin and Bkti guessed the place together. R complimented them “<i>excellent, thank you</i>”. Then, R moved to the group 4. Ari took a card. Nada asked her opinion. Ari answered “<i>I think it’s a</i></p>
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			<p><i>great museum in Bandung</i>". Siti guessed the place "<i>taman mini Indonesia indah?</i>" Ari said "<i>no</i>" Then, Novi guessed "<i>Geologi museum?</i>" Ari said "<i>yes</i>" The place was guessed. R said "<i>Great, thank you</i>"</p> <p>After that, R moved to group 5. Annisa took a card. Putri could guess the place directly (Prambanan temple). In group 6, Umami took a card. Puput asked her opinion about that place. Umami answered "<i>I think it's one of beautiful places in Jakarta</i>". Lintang guessed it directly (taman mini Indonesia indah). R moved to group 7. Ricki took a card and Ekik guessed the place (mount Bromo). Then, R moved to the last group, group 8. Endra took a card. Angga T and Bhastian guessed the place together (mount Tangkuban Perahu).</p>
Post-Teaching	12:15-12:22	R together with the Ss reviewed all materials and previewed the next materials. R motivated the Ss and said goodbye	<p>R asked "<i>what have we learned today?</i>" The Ss answered "<i>asking for and giving opinion</i>". R reviewed all the Ss mistakes in playing games and corrected them. R previewed the next materials and gave motivation to the Ss. Then, Ss said a prayer. R closed the meeting by saying good bye.</p>

Field Note 4

Meeting 2, Cycle 2

Tuesday, June 4, 2013

11:00 a.m. - 12:20 a.m.

Language Function : Asking for and Giving Information

Theme : Favorite Artists

Phase	Time	Activity	Class Situations
Pre-Teaching	11:00-11:07	R and the T entered the classroom. R greeted the Ss, called the roll, and done apperception.	The R came to the class while bringing a set of LCD. The Ss entered the classroom quickly and helped the R to set up the LCD. Mrs. C. Winarni (T) came to the class and sat in a chair behind the Ss. R greeted the Ss. She

			<p>said “<i>good morning</i>”. The Ss answered “<i>good morning</i>”. The R continued “<i>how is your life today?</i>” The Ss answered “<i>I’m fine thank you. And you?</i>” The R answered “<i>I’m fine too. Thank you</i>”. The R asked the Ss “<i>who is absent today?</i>” The Ss answered “<i>no one</i>”. Then, R outlined materials and mentioned the goals of the teaching and learning while doing some apperceptions. R asked “<i>who is your favorite artist?</i>” All Ss answered with their own favorite artist and explained their reasons. They were enthusiastic about the theme of its meeting.</p>
Whilst Teaching	11:07-11:20	<p>PRESENTATION</p> <ol style="list-style-type: none"> R distributed handout to the Ss. The R and the Ss presented some dialogues containing expressions of asking for and giving information. The R explained some expressions used in the dialogue. 	<p>R distributed the handout to Ss. R asked whether there were some Ss who wanted to be volunteers to read the dialogues. Ekik raised his hand. He wanted to read the first dialogue with Aji, his tablemate. Ekik acted as Tini and Aji acted as Tina. Ekik read the dialogue well, but Aji was full of hesitation in pronouncing some difficult words. Other Ss often laughed at him. The R and other students helped him. R offered some students to be volunteers to read the second dialogue. Annisa and Putri read it well. Annisa acted as Toni and Putri acted as Tono. R complimented them and thanked to them.</p> <p>Mrs. C. Winarni asked for the R permission. She said that she had to finish their job in the office. R permitted her and continued the lesson. R explained some expressions used to ask for and give information. The Ss paid attention to the R. After that, the R said “<i>any question?</i>” The Ss said “<i>No</i>” Then, R asked some questions related to the expressions used to check the Ss’ understanding. The Ss answered the questions well.</p>
	11:20-11:45	<p>PRACTICE</p> <ol style="list-style-type: none"> The R asked 	R moved to task 3. R gave examples in pronouncing some words found in the

		<p>the Ss to pronounce some words found.</p> <p>b. The Ss made dialogues in pairs.</p> <p>c. The Ss acted the dialogues out before the class.</p>	<p>dialogues. The Ss repeated after the R. Then, the Ss pronounced the words one by one. R gave feedback and corrected the Ss' mistakes.</p> <p>Then, R moved to the Task 4. There were 2 situations displayed. R took the situation 1 as the example. It helped the Ss do their task easier. R together with the Ss made dialogue 1 based on the clues given. R discussed the dialogue 1 step by step with the Ss. R wrote the dialogue in the whiteboard as the example. Then, R asked the Ss to make dialogues 2 based on the clues given in pairs. Ss could read the situation in the handout or on the screen displayed. R monitored the Ss by moving around the class. All of the Ss could do their task well. Mrs. C. Winarni had came into the class and joined the lesson again.</p> <p>R asked the Ss to act the dialogues before the class without text. Ss could see the situation on the screen. R offered the Ss to be a volunteer. Bhastian and Endra were the first volunteers. They acted their dialogue well. However, Endra made a little mistake. He said "<i>She is a famous goal keeper</i>". Pronoun '<i>she</i>' in that sentence should be '<i>he</i>'. Leni and Via came before the class as second volunteers. They acted their dialogue well. Next, Angga S and Aziz offer their selves. However, they were not ready yet. So, R asked them to practice it first and perform again later.</p> <p>Then, Tata and Angga T came before the class. Tata made a note in her palm. She often looked at her note. Some students were laughed at her. She also made a mistake in pronouncing the word "<i>famous</i>".</p> <p>The next performers were Ekik and Aji, Putri and Annisa, Bkti and Welin and Panji and Bintang. They acted their dialogues well. Then, Bambang and</p>
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			<p>Arif came before the class. They acted the dialogue with high self-confidence. Rizky and Lintang acted their dialogue after Bambang and Arif. They acted it well, although their voice volume was low. After that, other students came before the class by turns. They were Ummi and Puput, Ari and Novi, Ricky and Hendra and Siti and Nada. They acted their dialogues well. R thanked to them and gave them feedbacks.</p> <p>Then, Angga S and Aziz performed their dialogues for the second time. This time, they acted it well. Fahri and Danang came before the class after them. The last performer was Gita and Cika. All Ss acted their dialogues well. R thanked to the Ss and gave them a classical feedback.</p>
	11:45-12:15	<p>PRODUCTION</p> <p>a. The Ss worked in pairs.</p> <p>b. The Ss played guessing games using the expressions of asking for and giving information by guessing a favorite artist stated in the card.</p>	<p>R asked the Ss to work in pairs. R explained the procedures of guessing games and gave some examples to the Ss. R displayed the pictures of artists on the screen and showed the cards to the Ss. The Ss were very enthusiastic about the artists stated. Some of said “<i>nanti kartunya buat saya ya bu</i>”. Then, R started the guessing games.</p> <p>The guessing games started from Aziz and Angga S. Angga S took a card containing an artist picture. Aziz asked Angga S for some information about the artist. Angga S answered “<i>He is a famous chef in Indonesia</i>”. Aziz could guess the artist directly. He said “<i>chef Juna</i>”. The next pairs were Gita and Cika. Gita took a card. Cika asked “<i>could you tell me about that artist, please?</i>” Gita answered “<i>sure. He is a comedian</i>”. Then, Cika guessed “<i>is he Andre Taulani?</i>” Gita answered “<i>yes, he is</i>”. R complimented them and said thanks to them.</p> <p>The next performers were Panji and Bintang. Panji took a card and Bintang asked him “<i>can you tell me about that</i></p>

			<p>artis?" Panji said <i>"she is a dangdut singer. The song is alamat palsu"</i> Bintang guessed <i>"is she Ayu ting-ting?"</i> Panji said "yes". After that, Welin and Bkti took their turn. Welin took a card and Bkti asked <i>"could you tell me about that artist, please?"</i> Welin answered <i>"sure. She is a famous dangdut singer"</i>. Bkti tried to guess the artist <i>"is she Julia Perez?"</i> (Bkti forgot what Welin said whether he or she) Welin answered <i>"no, she isn't. She is famous in her goyang gergaji"</i> Bkti guessed <i>"anu.... Dewi Persik"</i> Welin said <i>"yes, she is"</i> R complimented them and said thank you. Most of the Ss could have longer dialogues than before. They tried to continue their words although they had to change their language. Danang and Fahri were the next pairs. Danang took a card. Fahri asked him <i>"can you tell me about that artist, please?"</i> Danang said <i>"of course, he is a vocalist band"</i> Fahri guessed <i>"Ariel Noah"</i> Then, Danang answered <i>"yes, he is"</i>. R thanked to them and said "good". Then, R corrected Danang's sentence. She said <i>"it should be band vocalist not vocalist band"</i>.</p> <p>After that, Nada and Siti played the guessing game well. Siti could guess the artist stated (Zaskya Gotik). Then, R moved to Bambang ad Arif. Bambang took a card. Arif asked Bambang for some information and Bambang said <i>"she is peserta IMB"</i> (Bambang and Arif often communicate in bahasa Jawa). Finally, Arif guessed <i>"is she Sandrina?"</i> Bambang answered <i>"yes, she is"</i>. R moved to Ari and Novi. They were some of the less active students at the previous meetings. When they were given an opportunity to speak, they used it maximally. Ari took a card. Novi asked her <i>"can you tell me about that person?"</i> Ari answered <i>"he is a</i></p>
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			<p><i>husband from Saskya Sungkar</i>". Novi guessed it "<i>is he Irawansyah?</i>" Ari answered "<i>yes, he is</i>". R thanked to them and corrected the mistake. She said "<i>do you mean he is the husband of Saskya Sungkar or he is Saskya Sungkar's husband?</i>" R moved to the next pairs. Angga T took a card. He played the guessing game with Tata. They played it well. The next pairs were Lintang and Rizky. Lintang took a card and Rizky could guess the artist quickly (Vino G. Bastian). Then, R moved to Endra and Bhastian. Bhastian took a card and Endra asked him for the artist stated. Endra guessed the artist "<i>Julia Perez</i>". Next, Ummi took a card and Puput asked her "<i>could you tell me about that artist, please?</i>" Ummi answered "<i>sure. She is a famous singer</i>". Puput guessed it "<i>Cakra Khan?</i>" Ummi said "<i>no</i>". Then, she tried to explain more in English. She said "<i>she is famous in... (opo yo?) sing a song aku tak biasa</i>". Puput guessed it "<i>Syahrini</i>". R thanked to them and gave them feedbacks. The next performers were Ekik and Aji, Via and Leni, Hendra and Ricky and Annisa and Putri. All students played the guessing games with their pairs. They played it well. R thanked to them and gave some feedbacks.</p>
Post-Teaching	12:15-12:20	R together with the Ss reviewed all materials and previewed the next meeting's activity. R motivated the Ss and said goodbye	<p>R asked "<i>what have we learned today?</i>" The Ss answered "<i>asking for and giving information</i>". R asked "<i>are you happy?</i>" All Ss said "<i>yes</i>". R reviewed all the Ss mistakes in playing games and corrected them. R previewed the next meeting's activity and gave motivation to the Ss. Then, Ss said a prayer. R closed the meeting by saying good bye. The Ss took the cards and brought it home. They were interested in the artists' pictures.</p>

2

INTERVIEW GUIDELINES

Interview Guideline 1

Observation (Teacher)

Wednesday, May 15, 2013

12:20 a.m.

1. Apa kesulitan siswa dalam *speaking*?
2. Usaha apa saja yang sudah dilakukan untuk meningkatkan kemampuan *speaking* siswa?
3. Apa bahasa yang digunakan di kelas?
4. Apakah suasana di kelas mendukung pembelajaran *speaking*?
5. Apakah teman-teman sekelas siswa mendukung pembelajaran *speaking*?
6. Apa kegiatan *speaking* di kelas selama ini?
7. Media apa saja yang digunakan dalam pembelajaran *speaking*?
8. Kegiatan di kelas, untuk tiap *skill*-nya lebih fokus kemana?
9. Apakah pernah mengadakan penilaian khusus untuk *speaking skills*?
10. Apakah pernah menggunakan metode *games*?

Interview Guideline 2

Meeting 1 (Teacher)

Tuesday, May 21, 2013

12:20 a.m.

1. Pembelajaran hari ini bagaimana bu'?
2. Bagaimana aktifitas *speaking* dengan *guessing games*?
3. Bagaimana pengaruh *guessing games* pada *speaking* anak?
4. Bagaimana motivasi dan keterlibatan anak dalam aktifitas *guessing games*?
5. Apa kekurangan dari pertemuan hari ini?

Interview Guideline 3

Meeting 2 (Teacher)

Wednesday, May 22, 2013

12:20 a.m.

1. Pembelajaran hari ini bagaimana bu'?
2. Untuk kegiatan *speaking*-nya bagaimana?
3. Bagaimana dengan keterlibatan dan motivasi anak?
4. Kemarin *grouping*-nya kurang ya bu? Untuk hari ini bagaimana?
5. Beberapa siswa ada yang kurang aktif ya bu?
6. Apa kekurangan dari pertemuan hari ini?

Interview Guideline 4

Cycle 1 Evaluation (Students)

Tuesday, May 28, 2013

11:40 a.m.

1. Namanya siapa?
2. *Speaking* pake *games* seneng ga'? kenapa?
3. Apakah *games* bisa menambah kemampuan *speaking* mu?
4. Kalau ada yang masih kurang aktif tu kenapa?
5. Kesempatan berbicara yang diberikan sudah merata belum?
6. Kekurangan dari kegiatan *games* selama ini apa?
7. Apa saran mu biar kemampuan *speaking* mu bisa lebih meningkat lagi?

Interview Guideline 5

Cycle 1 Evaluation (Teacher)

Tuesday, May 28, 2013

11:40 a.m.

1. Hasil *post-test* hari ini gimana bu'?
2. Bagaimana dengan penggunaan *guessing games* dalam *speaking* selama ini?
3. Bagaimana keterlibatan dan motivasi siswa?
4. Sebagian anak masih ada yang kurang aktif. Menurut ibu bagaimana?
5. Bagaimana caranya agar mereka lebih banyak terlibat dalam kegiatan *speaking*?
6. Apakah penggunaan *guessing games* ini membantu meningkatkan kemampuan berbicara siswa?
7. untuk pertemuan berikutnya, apa yang sebaiknya dilakukan?

Interview Guideline 6

Meeting 3 (Teacher)

Wednesday, May 29, 2013

12:20 a.m.

1. Untuk pertemuan hari ini bagaimana bu'?
2. Bagaimana dengan keterlibatan dan motivasi siswa?
3. Bagaimana dengan *grouping* yang hanya empat anak dipertemuan kali ini?
4. Penggunaan *media* LCD dalam pertemuan hari ini bagaimana?
5. Apa kekurangan dari pertemuan hari ini?

Interview Guideline 7

Meeting 4 (Teacher)

Tuesday, June 4, 2013

12:20 a.m.

1. Untuk pertemuan hari ini bagaimana bu'?
2. Bagaimana dengan keterlibatan dan motivasi anak?
3. Untuk kali ini anak-anak bermain berdua (in pairs), menurut ibu bagaimana?
4. Bagaimana dengan topik hari ini?
5. Apa ada kemajuan dalam kemampuan *speaking* anak?

Interview Guideline 8

Cycle 2 Evaluation (Students)

Wednesday, June 5, 2013

11:40 a.m.

1. Namanya siapa?
2. *Speaking* pakai games *seneng* gak? Kenapa?
3. Bias meningkatkan motivasi belajarmu gak?
4. Apa *games* juga memudahkanmu dalam mempelajari ungkapan-ungkapan dalam bahasa Inggris? Kenapa?
5. Menurutmu lebih efektif yang mana? Bermain dalam kelompok delapan, empat atau dua? Kenapa?
6. Menurutmu *guessing games* ini berhasil meningkatkan kemampuan *speaking*-mu gak?

Interview Guideline 9

Cycle 2 Evaluation (Teacher)

Wednesday, June 5, 2013

11:40 a.m.

1. Untuk *post-test* terakhir ini bagaimana bu'?
2. Menurut ibu mana yang lebih efektif? *Guessing games* dengan kelompok delapan, empat atau berdua?
3. Apakah motivasi anak juga bertambah?
4. Bagaimana dengan kemampuan *speaking* mereka?
5. Menurut ibu apakah penggunaan *guessing games* ini berhasil meningkatkan *speaking skills* anak?

3

INTERVIEW TRANSCRIPTS

Interview Transcript 1

Observation

Wednesday, May 15, 2013

12:20 a.m.

R: Researcher

T: English teacher

R: Kesulitan siswa dalam *speaking* tu sebenarnya apa sih bu?

T: Kosakata yang jelas.

R: Oh, ya.

T: Ya kosakata mereka kan terbatas.

R: Untuk usaha yang sudah dilakukan apa saja?

T: Ya saya suruh mereka sering-sering buka kamus kemudian ya... lalu apa? Latihan *speaking* dengan temennya sendiri gitu.

R: Kalau di kelas, bahasa yang ibu gunakan lebih banyak kemana?

T: Campuran saya.

R: 50%, 50% ya?

T: Ya pokoknya *fifty-fifty* iya.

R: Iya. Kalau suasana di kelas, mendukung gak sih bu?

T: Ya, sebenarnya sih mendukung, Cuma kadang-kadang ya anak-anak itu ya pada begitu lah.

R: Iya. Kalau teman-teman sekelas juga kooperatif ya?

T: Ya iya.

R: Kegiatan *speaking*-nya apa saja? Selama ini.

T: Hah? Kegiatan *speaking*? Ya itu misalnya ada dialog *transactional and interpersonal* itu, kemudian ada soal-soal itu kan? *Speak* dengan temennya, latihan *speaking*.

R: Media yang digunakan apa saja?

T: Kadang-kadang pake gambar, kadang-kadang kan saya pake LCD.

R: Oh, iya. Kalau di kelas sendiri focus kemana? Untuk presentase tiap *skill*-nya itu?

T: Maksudnya?

R: Kan kita punya empat *skills*.

T: He'eh.

R: Lebih fokus kemana? Merata atau lebih banyak ke *reading* atau apa?

T: Banyak ke *reading*.

R: Oh karena tuntutananya nanti ya bu' ya?

T: Iya, he'eh.

R: Kalau mengadakan penilaian khusus untuk *speaking*, pernah?

T: Iya pernah. Saya mengadakan itu *monologue*.

R: Oh, *monologue*?

T: Misalnya ada *text narrative* gitu ya? Saya suruh mereka *monologue*, cerita, ndongeng gitu.

R: Oh, *storytelling* gitu?

T: *Storytelling*, iya.

R: Pernah menggunakan *games* bu?
 T: *Games*? Jarang.
 R: Jarang?
 T: He'eh.
 R: Terimakasih.

Interview Transcript 2

Meeting 1, Cycle 1
 Tuesday, May 21, 2013
 12:20 a.m.

R: Researcher
 T: English teacher

R: Untuk pertemuan hari ini gimana bu'?'
 T: Ya sudah baik, juga ada kemajuan. Siswa antusias dalam mengikuti pelajaran ya?
 R: Untuk *speaking* ee... aktivitas di *speaking*-nya tadi gimana?
 T: Aktivitas *speaking*? Ya mereka juga berlatih *speaking*. *Speaking*-nya bagus mereka. Ya itu.
 R: Untuk pengaruh *guessing games*-nya ke *speaking* anak gimana?
 T: Pengaruh? Ya anak memang istilahnya dibawa ya? Pada situasi yang "*real situation*" gitu.
 R: Motivasi dan keterlibatan anak juga ada ya bu ya?
 T: He'eh motivasi bagus, mereka maju untuk *perform*.
 R: Trus, kekurangannya apa untuk hari ini?
 T: Kekurangan ini dalam *grouping*, itu sebaiknya nanti dalam *grouping* itu duduknya diacak. Itu kan di sini dibagi *group of eight*. Ya sebaiknya dibagi aja langsung nanti delapan kelompok gitu nanti ikut siapa. Misalnya menghitung *okay count* nomor satu sampai delapan.
 R: Em... iya.
 T: Bisa
 R: Jadi nanti yang satu dengan satu?
 T: He'eh itu bisa. Atau nanti mereka suruh memilih siapa yang ini *group* ini *group* ini, bisa.
 R: Oh, iya. Terimakasih.

Interview Transcript 3

Meeting 2, Cycle 1
 Wednesday, May 22, 2013
 12:20 a.m.

R: Researcher
 T: English teacher

- R: Pertemuan hari ini gimana bu'?
- T: Ya, sudah agak-agak ada kemajuan. Trus waktu *explains the goal* tadi kayaknya belum ya?
- R: Ya?
- T: Yang ini belum disampaikan tadi (menunjuk poin ke-7 dalam *observation checklist: The teacher explains the goal of teaching and learning*)
- R: Iya bu, yang *goal of teaching* itu terlewat.
- T: He'eh, ya sudah selebihnya baik. Terus ini tadi apa? *Teacher asks students act dialogue before the class without text*, sepertinya mereka itu masih anu
- R: Pakai *text*?
- T: Iya, he'eh. Terus... *the teacher gives feedback*, iya. Lalu *games guessing group of eight* tadi ga usah *eight* tapi ini aja, apa? Empat orang. Jadi mereka berdiskusi dalam empat kelompok yang duduknya berdekatan gitu aja.
- R: Em, berarti untuk kedepannya empat-empat gitu ya?
- T: Iya, iya, he'eh. Jangan melebar ya, ke depan aja.
- R: Iya empat. Kalau ber-delapan kan ke belakang?
- T: Iya, he'eh.
- R: Berarti nanti delapan itu dibagi dua?
- T: Empat-empat, iya, he'eh.
- R: Mungkin itu nanti akan lebih anu... efektif.
- T: Efektif, iya. Terus, *students cooperate*, tadi mereka kurang *cooperate* ya? He'eh. Terus... ini, *use dictionary*. Ya emang susah untuk mengajak mereka tuk bawa kamus itu memang saya mengalami sendiri.
- R: Oh ya?
- T: Ya emang susah, iya itu.
- R: Terus tadi ada siswa yang agak kurang aktif ya bu ya? Yang cewek-cewek yang belakang itu.
- T: Iya belakang.
- R: Susah itu.
- T: Iya he'eh.
- R: Mungkin besok kalo di buat blok empat-empat itu mungkin lebih bisa.
- T: Ya, he'eh.
- R: Kekurangannya untuk itu, hari ini?
- T: Ya, sudah baik kok. Hanya itu.
- R: Terimakasih bu'.
- T: Iya.

Interview Transcript 4

Cycle 1 Evaluation (Teacher)

Tuesday, May 28, 2013

12:20 a.m.

R: Researcher

T: English teacher

- R: Ya, hasil *post-test* hari ini gimana bu?
- T: He'em udah baik, udah ada peningkatan. Ya mereka lebih baik dari kemarin.
- R: Em,.. ya. Untuk akifitas pake *guessing games* di *speaking* gimana?
- T: He'em ya saya kira baik ya untuk lebih ditingkatkan lagi untuk aktifitasnya.
- R: Kalau keterlibatan dan motivasi siswa gimana?
- T: Saya kira mereka termotivasi dengan kegiatan ini ya? Mereka sangat antusias untuk mengikuti pelajaran ini. Em... ya itu.
- R: Kalau sebagian anak yang kurang aktif itu gimana?
- T: Ya, diberi motivasi lebih banyak ya memang mereka em... mereka punya apa ya istilahnya? "gawan bayi" gitu ya? Susah gitu ya? Jadi kita harus rajin-rajin memberi motivasi pada mereka.
- R: Oh ya, kalau soal *grouping*, kalau delapan itu mungkin masih terlalu banyak ya?
- T: Terlalu ya? Luas ya? *Scope*-nya mungkin lebih dipersempit lagi.
- R: Dipersempit lagi? Oh, ya.
- T: Ya, he'em.
- R: Jadi penggunaan *guessing games* ini membantu meningkatkan kemampuan berbicara mereka tidak bu'?
- T: Saya rasa begitu.
- R: Terimakasih.

Interview Transcript 5

Cycle 1 Evaluation (Student)

Tuesday, May 28, 2013

12:20 a.m.

R: Researcher

S: Student 1

R: Ya, namanya siapa?

S: Puput

R: Puput? *Speaking* pake *games* seneng ga'?

S: Lumayan.

R: Kenapa?

S: Mengasyikkan.

R: He'em. Trus bisa nambah kemampuan *speaking* kamu ga'?

S: Bisa sedikit.

R: Bisa? Sedikit (tertawa). Kamu termasuk yang aktif atau ga'?

S: Lumayan.

R: Lumayan ya? Menurutmu kesempatan yang diberikan udah merata belum?

S: Sudah.

R: Sudah? Kamu bisa dapat kesempatan untuk ngomong ya? Atau kurang?

S: Iya.

R: Iya yang mana? (tertawa).

S: Iya sudah.

- R: Sudah dapat? Ok. Kekurangan dari guessing games selama ini apa menurutmu?
 S: Ga' ada itu lho bu', apa? Properti.
 R: Oh, medianya kurang?
 S: Iya.
 R: Ok. Makasih.

Interview Transcript 6

Cycle 1 Evaluation (Student)

Tuesday, May 28, 2013

12:20 a.m.

R: Researcher

S: Student 2

R: Namanya siapa?

S: Annisa.

R: Seneng ga' pake *games*? *Speaking*?

S: Seneng.

R: Kenapa?

S: Mengasyikkan.

R: Bisa nambah kemampuan *speaking* mu ga'?

S: Bisa.

R: Kenapa?

S: Nambah kosa kata.

R: He'em. Yang masih kurang aktif tu kira-kira kenapa?

S: Karena suasanaanya di kelas itu ramai.

R: Ada yang ramai ya?

S: Iya.

R: Trus yang diem aja tu kesempatannya belum merata ya?

S: Iya.

R: Biar merata gimana?

S: Pake nomer absen trus satu-satu anu... majunya.

R: Oh... ok. Makasih.

Interview Transcript 7

Cycle 1 Evaluation (Student)

Tuesday, May 28, 2013

12:20 a.m.

R: Researcher

S: Student 3

R: Namanya siapa?

- S: Yuwanita Bardana.
 R: *Speaking* pake *games* seneng ga’?
 S: Iya, karena seru.
 R: He’em. Bisa nambah kemampuan *speaking* mu ga’?
 S: Iya.
 R: Kalau yang masih kurang aktif tu kira-kira kenapa?
 S: Kurang... ga’ pake properti.
 R: Apa itu maksudnya?
 S: Eh... “kepiye to?” (tertawa).
 R: Maksudnya gimana?
 S: Ya ga’ pake anu... LCD itu.
 R: Oh, pengen pake LCD?
 S: Iya, biar....
 R: Biar lebih seru ya?
 S: He’eh, iya.
 R: He’em. Kalau kesempatan berbicaranya merata belum?
 S: Insyaallah iya. (tertawa).
 R: Biar lebih merata gimana?
 S: (Diam).
 R: Yang cewek-cewek belakang, yang bagian tengah, itu kan jarang ngomong to?
 S: Iya.
 R: He’em. Biar lebih, mereka juga ngomong itu gimana caranya?
 S: Ditegur.
 R: Disuruh ngomong gitu ya?
 S: Iya.
 R: Dipaksa?
 S: (mengangguk).
 R: Makasih.

Interview Transcript 8

Cycle 1 Evaluation (Student)

Tuesday, May 28, 2013

12:20 a.m.

R: Researcher

S: Student 4

R: Namanya siapa?

S: Rizky.

R: *Speaking* pake *games* seneng ga’?

S: Seneng.

R: Kamu termasuk yang aktif di *games* itu ga’?

S: Iya.

R: Masa?

- S: (Tertawa) nggak bu’.
- R: Ya kamu, kamu ee... jarang ngomong di *games* itu karena apa?
- S: Suasananya ramai bu’.
- R: He’em. Trus kesempatan yang diberi uda merata belum kira-kira?
- S: (Diam).
- R: Mungkin kamu kurang, kesempatannya ga’ ada gitu ya?
- S: Iya.
- R: Biar kamu dapet gimana caranya?
- S: Ya kaya tadi bu (*post-test 1*).
- R: Satu-satu kaya tadi ya?
- S: Dua orang-dua orang itu lho bu’.
- R: Ok, kalau *games*-nya nanti dipersempit jadi... anggotanya kan kemarin delapan to? Kalau dibuat empat itu gimana?
- S: Ya ga’ pa pa bu’.
- R: Makasih
- S: “Nggih”.

Interview Transcript 9

Cycle 1 Evaluation (Student)

Tuesday, May 28, 2013

12:20 a.m.

R: Researcher

S: Student 5

R: Ok. Namanya siapa?

S: Endra.

R: *Speaking* pake *games* seneng ga’?

S: Seneng.

R: Kenapa?

S: Karena mengasyikkan.

R: Bisa nambah kemampuan *speaking* mu ga’?

S: Bisa.

R: Kalau yang kurang aktif tu kenapa?

S: (Diam).

R: Ga’ tau?

S: (Tersenyum) ga’ tau.

R: Ok. Biar mereka juga ngomong gimana caranya kira-kira?

S: Dibacain satu-satu, maju satu-satu.

R: Em...kalau kemarin tes ya?trus hari ini tes. Ada perbedaan ga’?

S: Ada.

R: Lebih bisa yang mana?

S: Lebih bisa yang sekarang.

R: Makasih.

Interview Transcript 10

Cycle 1 Evaluation (Student)

Tuesday, May 28, 2013

12:20 a.m.

R: Researcher

S: Student 6

R: Namanya siapa?

S: Angga.

R: Angga siapa?

S: Angga Trianto.

R: Ok, *speaking* pake *games* seneng ga'?

S: Seneng banget.

R: Kenapa?

S: Karena menyenangkan.

R: *Games* bisa nambah kemampuan *speaking* mu ga'?

S: Bisa, karena mengasyikkan.

R: Ok. Temen-temen mu tu ada yang masih kurang aktif tu kira-kira kenapa?

S: Karena ramai bu'. Ya, kalau kebanyakan ramai itu tidak aktif.

R: Oh ya.

S: Aktifnya jarang-jarang.

R: Kalau kesempatan untuk berbicaranya sudah merata belum?

S: Ada yang udah ada yang belum. Yang belum satu dua.

R: He'em. Biar merata gimana caranya?

S: Ya diurutin bu'.

R: Maksudnya?

S: Pake nomer absen.

R: Pake nomer absen? Semua biar ngomong gitu ya?

S: Iya gitu.

R: Em...kemarin kan kelompoknya delapan?

S: Ya.

R: Kalau dibuat lebih kecil lagi gimana?

S: Ya lebih baik bu'. Karena semua bisa mikir. Kalau delapan ada yang... ada yang santai-santai bu'.

R: Oh ya. Makasih.

S: "Nggih".

Interview Transcript 11

Meeting 1, Cycle 2

Wednesday, May 29, 2013

12:20 a.m.

R: Researcher

T: English teacher

- R: Ya, untuk hari ini gimana bu'?
- T: Hari ini sudah ada peningkatan dari pada yang kemaren. Cuma tadi ee... penjelasan tentang tujuan pengajaran itu belum begitu....
- R: Belum begitu?
- T: Iya, tercakup ya? Terus, siswa sepertinya belum siap waktu itu... memulai pelajaran biar mereka yang belakang itu masih ada yang ramai dan sebagainya. Terus... ya, em... "*ask the students to make dialogue based on the clues given*", sepertinya mereka juga belum begitu memahami. Tolong dijelaskan ini tujuannya itu apa? Terus... "*ask the students...*" apa ni? "*the students ask their classmates*", iya. Ee... terus "*teacher monitor the students*", monitor itu tolong ee... keseluruhan apa? Siswanya, dari sana, pojok sana, pojok sana.
- R: Oh ya, berarti muter ya bu'?
- T: Ho'oh muter. Jangan hanya di depan. Terus apa ya?itu, terus ee... *group*-nya tadi empat ya?
- R: Iya.
- T: Tapi sepertinya kurang apa ya? Kurang begitu... masih apa ya? Besok anu aja, dua-dua aja.
- R: Dua-dua?
- T: He'eh.
- R: Oh ya.
- T: Iya, terus itu ya, *cooperate* mereka kalau empat itu kurang. Kerjasamanya kurang tadi.
- R: Oh ya.
- T: Ya, *well*... ok. Terus memang kamus ya? Susah ini, iya ho'oh uda bagus, iya.
- R: Ya. Untuk medianya gimana bu' tadi pake LCD anak-anak tambah...
- T: Iya ho'oh. Mereka antusias pake LCD.
- R: Berarti untuk *games*-nya besok dipersempit lagi ya bu'?
- T: Iya.
- R: Terimakasih.

Interview Transcript 12

Meeting 2, Cycle 2

Tuesday, June 4, 2013

12:20 a.m.

R: Researcher

T: English teacher

R: Ya, untuk hari ini gimana bu'?

T: He'em, ya udah ada kemajuan, lebih baik. Ini waktu *greeting* iya he'eh. *Outlines*, *students outline*, iya. *Ready*, ok. Waktu ini, ee... *students pronounce*, sepertinya nggak. Tadi sepertinya gak ada. Apa namanya? *Pronounce* ya? Waktu ibu mengatakan itu, sepertinya hanya beberapa orang saja yang menirukan, tidak semuanya. Jadi waktu *teacher checks students*

pronounce itu ya, sepertinya gak ada gitu lho. Terus, sudah ini baik untuk mereka dalam bermain dua kelompok-dua kelompok iya. Jadinya gak terlalu ramai. Terus, *use dictionary*, emang sepertinya gak ya? Gak ada. He'eh, gak usah. Cuman, *students* antusias. Ya memang mereka antusias sekali ya untuk pelajaran ini, karena menarik ya? Tentang artis-artis yang terkenal. Jadi mereka tahu. Ya.

R: Ya, untuk *pronounce* tadi sebelum ibu masuk....

T: Oh, ya, ya.

R: Itu satu-satu.

T: Oh, oh, ya.

R: Urut gitu, seperti biasanya itu lho bu'.

T: Oh, ya, ya, ya.

R: Jadi mungkin ibu kurang tau.

T: Oh, ya, ya.

R: Tapi untuk topik bagus ya bu' ya?

T: He'em, ya, ya, ya. Topiknya menarik tentang artis-artis yang terkenal ya? Ok, he'eh.

R: Untuk kemampuan anak sendiri ada peningkatan ga' bu'?

T: He'eh, ya. Mereka antusias ya karena apa namanya? Materinya sangat menarik ya? Jadi mereka senang lah dengan kegiatan ini. Ya, malah mereka berebut, bu, bu saya bu, saya bu, saya bu, iya, iya, he'eh.

R: Terimakasih bu'.

T: Iya.

Interview Transcript 13

Cycle 2 Evaluation (Teacher)

Wednesday, June 5, 2013

12:20 a.m.

R: Researcher

T: English teacher

R: Ya, untuk *post-test* terakhir ini gimana bu'?

T: Ya, udah ada peningkatan. Mereka kan uda apa? Sering kali berlatih, jadi anak-anak sudah terbiasa, agak sedikit terbiasa, ya, he'eh.

R: Untuk kelompoknya tadi anak-anak bilang lebih suka yang berempat, itu gimana?

T: Ya tergantung mereka ya? Mereka senang berempat mungkin, ada yang senang berdua karena bisa gak banyak yang ganggu. Mungkin ada yang senang delapan ramai, karena ya....

R: Ya, ya, ya. Menurut ibu motivasi anak bertambah gak dengan *games* ini?

T: Iya, ya. Karena saya kira mereka untuk motivasi belajarnya meningkat, terlihat dari hasil mereka ternyata lebih baik dari kemarin.

R: Hasil test-nya ya bu'?

T: He'eh.

R: Jadi bisa dikategorikan kalau guessing games ini berhasil?

T: Bisa, iya.

R: Terimakasih.

T: Iya.

Interview Transcript 14

Cycle 2 Evaluation (Student)

Wednesday, June 5, 2013

12:20 a.m.

R: Researcher

S: Student 1

R: Ya, namanya siapa?

S: Gita.

R: *Speaking* pake *games* seneng gak?

S: Seneng.

R: Kenapa?

S: Bisa belajar sambil bermain.

R: Ok. *Games* bisa meningkatkan kemampuan *speaking*-mu gak?

S: Bisa.

R: Lebih mudah memahami ungkapan dalam bahasa Inggris gak?

S: Iya.

R: Ok. Lebih suka yang mana? Dari delapan, empat atau dua?

S: Empat.

R: Kalau motivasinya bertambah juga gak?

S: Insyaallah (tertawa).

R: Ok. Nah, sekarang menurutmu, kita kan meningkatkan *speaking* pake *games* to?

S: He'em.

R: Menurutmu berhasil gak?

S: Sedikit.

R: Sedikit? Kenapa?

S: Gak tau.

R: Masih ada yang ramai? Atau karena apa?

S: Bisa jadi (tertawa)

R: Ok. Makasih.

S: Yo.

Interview Transcript 15

Cycle 2 Evaluation (Student)

Wednesday, June 5, 2013

12:20 a.m.

R: Researcher

S: Student 2

R: Namanya siapa?

S: Cika.

R: *Speaking* pake *games* seneng gak?

S: Iya, seneng.

R: Bisa membantu mempelajari ungkapan bahasa Inggris?

S: Bisa.

R: Menambah motivasimu gak?

S: Lumayan.

R: Kalau kemampuanmu bertambah gak?

S: Sedikit-sedikit bertambah (tertawa).

R: Lebih suka yang mana? Delapan anak, empat anak atau dua?

S: Em... empat anak.

R: Kenapa?

S: Karena kalo delapan anyak, kalo delapan anak kebanyakan, kalo dua anak itu kesedikitan (tertawa).

R: Oh ya tengah-tengah? Ok. Nah menurutmu, *guessing games* itu ya? Efektif gak untuk meningkatkan kemampuan bahasa Inggris?

S: Em... efektif.

R: Ok, makasih.

Interview Transcript 16

Cycle 2 Evaluation (Student)

Wednesday, June 5, 2013

12:20 a.m.

R: Researcher

S: Student 3

R: Namanya siapa?

S: Welin.

R: *Speaking* pake *games* seneng gak?

S: Senang.

R: Meningkatkan motivasimu dalam belajar gak?

S: Sedikit.

R: Kalo *guessing games* bisa mem... meningkatkan kemampuan untuk mempelajari ungkapan-ungkapan bahasa Inggris gak?

S: Bisa.

R: He'em. Lebih suka yang mana? Delapan, empat atau dua anak?

S: Empat.

R: Kenapa?

S: Karena kalo delapan itu kebanyakan, kalo dua orang itu sedikit.

R: Terlalu sedikit ya? Ok. Menurutmu program *games* ini berhasil gak?
 S: Ya, lumayan.
 R: Makasih.

Interview Transcript 17

Cycle 2 Evaluation (Student)

Wednesday, June 5, 2013

12:20 a.m.

R: Researcher

S: Student 4

R: Namanya siapa?

S: Bambang Wisnu Murti.

R: *Speaking* pake *games* seneng gak?

S: Ya, ya seneng.

R: Kenapa?

S: Ya, asyik. Karena asyik.

R: Bisa menambah motivasimu dalam belajar gak?

S: Bisa, malah tambah pesat. Bahasa Inggris.

R: Tambah pesat? Oh,..ok. Kalau ungkapan-ungkapan bahasa Inggris lebih mudah difahami ya?

S: Iya.

R: Em... Menurutmu berhasil gak untuk meningkatkan kemampuan *speaking*-mu?

S: Sedikit-sedikit. Sedikit-sedikit berhasil.

R: Kenapa?

S: Ya, karena....

R: Seneng?

S: Seneng. Gek... nopo? Mudah dimengerti.

R: He'eh. Lebih suka yang mana? Delapan anak, empat anak atau dua anak seperti kemarin?

S: Delapan anak.

R: Kenapa?

S: Lebih seru.

R: Oh, ada temennya berebut ya?

S: Ya.

R: Em, kalo *test*-nya sendiri. Kemarin kan *pre-test*, *post-test* 1 dan *post-test* 2, ada peningkatan gak?

S: Sedikit ada peningkatan, tapi ya masih belum bisa.

R: Kenapa? Kan apa? Ungkapannya udah dipelajari to?

S: He'eh, tapi ya sedikit belum bisa tapi.

R: Karena waktunya mepet apa?

S: Kendala tidak meng-gatek-kan (tertawa).

R: Oh, iya. Ketahuan ya?

S: Bercanda.
 R: Kebanyakan bercanda ya?
 S: Ya.
 R: Ok. Makasih.
 S: Ya.

Interview Transcript 18

Cycle 2 Evaluation (Student)

Wednesday, June 5, 2013

12:20 a.m.

R: Researcher

S: Student 5

R: Namanya siapa?

S: Muhammad Arif Maulana.

R: *Speaking* pake *games* seneng gak?

S: Seneng.

R: Kenapa?

S: Ya, sambil mainan.

R: Kalo motivasimu belajar tambah gak?

S: Iya.

R: Kalo kemampuannya?

S: Sedikit.

R: Sedikit?

S: Bertambah.

R: Kenapa?

S: Ya, berlatih sambil bermain.

R: Sambil bermain? Lebih suka yang mana? Kelompok dengan delapan atau empat atau dua anak?

S: Empat.

R: Kenapa?

S: Lebih akrab.

R: Em...kalau delapan? Kebanyakan?

S: (Mengangguk).

R: Kalau dua?

S: Dua ya, Cuma sedikit.

R: Terlalu sedikit? Ok. Menurutmu *guessing games* ini berhasil gak untuk meningkatkan kemampuan *speaking*?

S: Ya.

R: Berhasil ya?

S: (Mengangguk).

R: Kalo *test*-nya sendiri ada peningkatan gak?

S: Ada.

R: Lebih mudah ya?

S: Iya.

R: Makasih.

Interview Transcript 19

Cycle 2 Evaluation (Student)

Wednesday, June 5, 2013

12:20 a.m.

R: Researcher

S: Student 6

R: Namanya siapa?

S: Endi Ekik Wahyu Kurniawan.

R: *Speaking* pake *games* seneng gak?

S: Seneng.

R: Kenapa?

S: Karena terhibur dan tidak terlalu tegang.

R: He'em. Bisa meningkatkan motivasi dalam belajar gak?

S: Bisa.

R: Kalo kemampuan *speaking*-mu bertambah juga gak?

S: Bertambah sedikit.

R: Bertambah sedikit? Lebih suka yang mana? Delapan anak kelompoknya, empat anak atau dua anak?

S: Dua.

R: Kenapa?

S: Karena tidak terlalu rumit diajak kerjasama.

R: Oh, gitu? Ok. Terimakasih.

S: Ya.

4

QUESTIONNAIRES

Questionnaire 1

Observation

Wednesday, May 15, 2013

12:20 a.m.

1. Apa yang membuat adik kesulitan untuk berbicara dalam bahasa Inggris?
 - S1 : Karena bacaannya sulit
 - S2 : Tidak dapat mengartikan, sulit menghafalkan katanya
 - S3 : Tidak dapat mengartikannya dan sulit dihafalkan
 - S4 : Susah dan tidak tau artinya & sulit dimengerti
 - S5 : Susah dan tidak bisa mengartikannya
 - S6 : Karena bahasanya susah dan kebanyakan saya tidak tau artinya
 - S7 : Karena belum terbiasa dengan bahasa asing tersebut. Bahasanya yang sulit dihafal dan susah dimengerti
 - S8 : Tidak bisa mengartikan dari B. Inggris ke B. Indonesia. Susah untuk dihafalkan
 - S9 : Tidak bisa bahasa Inggris
 - S10 : Tidak bisa berbahasa Inggris
 - S11 : Karena tidak dapat mengartikannya dan sulit dihafalkan
 - S12 : Tidak tau artinya dan tidak bisa membacanya
 - S13 : Saya tidak tau artinya dan lidah saya lidah Jawa bisanya Cuma B. Jawa
 - S14 : Sulit mengucapkan kata-kata Inggris karena lidah Jawa
 - S15 : Sulit menghafal arti kata-kata bahasa Inggris
 - S16 : Susah berbicara bahasa Inggris karena lidah Jawa
 - S17 : Sulit menghafal arti dari kata-kata Inggris
 - S18 : Tidak tau artinya
 - S19 : Karena belum banyak mengerti, susah mempelajarinya karena tidak tau artinya
 - S20 : Tidak tau artinya, sulit memahami kata-kata, dll.
 - S21 : Tidak tau artinya dan tidak banyak kata-kata dalam bahasa Inggris yang dikuasai
 - S22 : Sering tidak tau artinya
 - S23 : Karena sulit untuk menghafalnya, tidak terbiasa berbicara dengan bahasa Inggris
 - S24 : Tidak tahu artinya
 - S25 : Cara membacanya dan tidak tahu artinya
 - S26 : Karena tidak tahu artinya
 - S27 : Karena bahasanya rumit
 - S28 : Susah menghafalkannya dan tidak terbiasa
 - S29 : Tidak terbiasa bahasa Inggris
 - S30 : Karena nggak bisa
 - S31 : Susah dimengerti
 - S32 : Bahasanya ruwet, pakai diwalik-walik
2. Usaha apa saja yang sudah adik lakukan untuk meningkatkan kemampuan berbicara dalam bahasa Inggris?

- S1 : Membaca kamus
- S2 : Sering mencari kata dalam kamus dan menghafalkan lagu-lagu barat
- S3 : Belajar dan mencari kata-kata di kamus dan juga menghafal lagu barat
- S4 : Tidak, karena ramai
- S5 : Membaca cerita, mencari di internet, membaca buku
- S6 : Sering membuka kamus dan sekaligus sedikit menghafal kata-kata bahasa Inggris
- S7 : Mencari arti dari kata bahasa Inggris di kamus, di internet
- S8 : Mempelajari kamus dan buku B. Inggris lainnya
- S9 : Membuka kamus
- S10 : Membuka kamus
- S11 : Mempelajari kamus bahasa Inggris dan buku” bahasa Inggris lainnya
- S12 : Menyanyikan dan mendengarkan music
- S13 : Dengan mendengarkan/menyanyikan lagu Inggris (A7X, Linking Park)
- S14 : Menyanyikan lagu-lagu Inggris (A7X)
- S15 : Berusaha menghafal dari kamus bahasa Inggris
- S16 : Menghafal lagu barat
- S17 : Menghafalkan kata-kata di dalam kamus Inggris-Indonesia
- S18 : Belajar pada orang turis
- S19 : Banyak membaca dan mencari artinya
- S20 : Mempelajari kamus bahasa Inggris
- S21 : Mempelajari kamus dan buku-buku bahasa Inggris lainnya
- S22 : Belajar dan mencari di internet/kamus
- S23 : Mencari arti kata basa Inggris di kamus
- S24 : Menghafal kamus namun sulit untuk masuk dalam pikiran
- S25 : Membacanya dan mencari arti bacaan
- S26 : Membuka kamus
- S27 : Tidak ada
- S28 : Cari pakai kamus
- S29 : Pakai kamus
- S30 : Pakai kamus
- S31 : Mencari di internet yang berhubungan dengan bahasa Inggris
- S32 : Pakai kamus

3. Apakah bahasa yang digunakan guru selama ini dapat meningkatkan kemampuan berbicara dalam bahasa Inggris? Mengapa?

- S1 : Kadang-kadang bahas Inggris, karena untuk meningkatkan kemampuan dalam bahasa Inggris
- S2 : Tidak, karena tidak bisa mengartikan katanya
- S3 : Tidak, karena tidak bisa mengartikan
- S4 : Tidak, karena tidak dapat dimengerti
- S5 : Bisa jadi, karena sedikit-sedikit bisa bicara bahasa Inggris
- S6 : Ya sedikit-sedikit bisa meningkatkan bahasa Inggris saya, karena sedikit-sedikit bisa dimengerti
- S7 : Sedikit-sedikit, karena terkadang belum mengerti lafalnya
- S8 : Tidak, karena tidak dapat mengartikannya

- S9 : Ya, karena kita menemukan kosa kata baru
 S10 : Ya, karena menggunakan bahasa Inggris lalu diartikan dalam bahasa Indonesia
 S11 : Tidak, karena tidak dapat mengartikannya
 S12 : Tidak sih, karena guru itu cuma menambah bukan melatih bahasa Inggris
 S13 : Tidak, karena tidak nyangkut ke otak
 S14 : Ya, karena sering mendengar kata-kata Inggris dari guru B. Inggris
 S15 : Ya, karena guru sering menggunakan bahasa Inggris dan sering mendengarkannya
 S16 : Iya, karena pelajaran bahasa Inggris sering mendengar kata-kata bahasa Inggris
 S17 : Ya, tetapi bila mendengarkan dengan serius karena guru berbicara Inggris beserta artinya
 S18 : *Fifty-fifty*, karena tidak tau artinya
 S19 : Ya sedikit-sedikit, karena saat guru menjelaskan tidak tau artinya
 S20 : Lumayan jelas, yak arena tidak bisa menangkap apa artinya
 S21 : Tidak, terlalu banyak menggunakan B. Inggris
 S22 : Iya, tetapi sering tidak tau artinya
 S23 : Sedikit-sedikit, karena terkadang belum mengerti artinya
 S24 : Tidak, karena sulit untuk dimengerti
 S25 : Tidak, karena bahasanya sulit dimengerti
 S26 : Tidak
 S27 : Tidak tahu
 S28 : Tidak, terlalu cepat dan kurang jelas
 S29 : Kadang-kadang bahasa inggris lalu diartikan dengan bahasa Indonesia
 S30 : Kadang-kadang bahasa Inggris karena muridnya tidak bisa bahasa Inggris
 S31 : Karena guru saya di kelas 8 sangat sabar & baik yang bisa membuat saya kepingin belajar B. Inggris
 S32 : Sedikit, karena ibu guru baik

4. Apakah suasana di kelas selama ini dapat meningkatkan kemampuan berbicara dalam bahasa Inggris? Mengapa?

- S1 : Cukup mendukung
 S2 : Tidak, karena di kelas hanya menggunakan bahasa Indonesia dan bahasa Jawa
 S3 : Tidak, karena di kelas sering menggunakan bahasa Indonesia dan bahasa Jawa
 S4 : Tidak, karena ramai
 S5 : Tidak, karena ramie
 S6 : Ya sedikit-sedikit bisa, karena terkadang teman-teman ada yang menggunakan bahas Inggris
 S7 : Tidak, karena teman-teman masih menggunaakan bahasa Jawa
 S8 : Tidak, karena kebanyakan menggunakan B. Indonesia dan B. Jawa
 S9 : Tidak, karena suasana kelas tidak mendukung

- S10 : Tidak, karena suasana kelas sangat ramai
- S11 : Tidak, karena sulit dihafalkan
- S12 : Tidak nyaman
- S13 : Tidak, karena tidak nyaman
- S14 : Tidak, karena teman-teman di kelas juga tidak bisa berbicara Inggris
- S15 : Tidak, karena di kelas selalu menggunakan B. Jawa
- S16 : Tidak, karena teman-teman juga tidak bisa, biasanya bahasa Jawa
- S17 : Tidak, karena banyak kegaduhan
- S18 : *Fifty-fifty*, karena dikit rame
- S19 : Tidak, karena suasananya kurang nyaman
- S20 : Tidak, karena menggunakan bahasa Jawa
- S21 : Tidak, terlalu banyak menggunakan B. Indonesia dan B. Jawa
- S22 : Tidak, gurunya kurang tegas
- S23 : Tidak, karena teman-teman tidak atau jarang mrnggunakan bahasa Inggris
- S24 : Tidak, karena suasananya ramai dan kebanyakan bercanda
- S25 : Tidak, karena suasananya ramai
- S26 : Tidak
- S27 : Tidak
- S28 : Tidak, tidak ad yang *speaking* Inggris
- S29 : Sedikit, karena muridnya kompak
- S30 : Sedikit, karena muridnya kompak
- S31 : Karena bagus
- S32 : Sedikit, karena muridnya kompak

5. Apakah teman-teman adik selama ini dapat mendukung usaha adik dalam meningkatkan kemampuan berbicara dalam bahasa Inggris? Mengapa?

- S1 : Cukup mendukung
- S2 : Tidak, karena teman-teman juga hanya menggunakan bahasa Indonesia dan bahasa Jawa
- S3 : Tidak, karena teman-teman juga hanya berbicara bahasa Jawa & bahasa Indonesia
- S4 : Tidak, karena mereka selalu ramai
- S5 : Tidak, karena tidak saling mendukung satu sama lain
- S6 : Ya sedikit-sedikit bisa mendukung
- S7 : Tidak, karena berbicara dengan bahasa Jawa
- S8 : Tidak, karena teman-teman juga tidak bisa
- S9 : Ya, karena bisa lebih leluasa & akrab untuk berlatih bahasa Inggris satu sama lain
- S10 : Tidak, karena teman-teman juga kesulitan dalam berbahasa Inggris
- S11 : Tidak, karena teman-teman juga tidak bisa
- S12 : Tidak, karena mereka Cuma tau *yes no* itu saja
- S13 : Tidak, karena mereka juga tidak tau artinya juga
- S14 : Ya, karena belajar
- S15 : Ya, karena sering belajar bersama
- S16 : Ya, karena belajar

- S17 : Bisa, karena saling melengkapi hafalan bahasa Inggris
 S18 : Tidak, karena selalu berbicara bahasa Indonesia
 S19 : Tidak, karena mereka juga tidak bisa berbicara dengan bahasa Inggris
 S20 : Bisa jadi
 S21 : Tidak, karena mereka juga tidak bisa
 S22 : Tidak, karena bahasa sehari-hari memakai bahasa Indonesia dan Jawa
 S23 : Tidak, karena semua siswa di kelas belum terbiasa menggunakan bahasa Inggris
 S24 : Tidak, jujur karena berbicara sendiri-sendiri
 S25 : Tidak, karena kebanyakan ramai sendiri
 S26 : Bisa, karena temannya pintar-pintar
 S27 : Bisa, karena teman saya pintar
 S28 : Tidak, tidak ada yang *speaking* Inggris
 S29 : Tidak, karena tidak bahasa Inggris
 S30 : Tidak, karena tidak bisa bahasa Inggris
 S31 : Iya
 S32 : Tidak, karena teman-teman juga tidak bisa bahasa Inggris

6. Apakah kegiatan *speaking* di kelas selama ini dapat meningkatkan kemampuan berbicara dalam bahasa Inggris? Mengapa?

- S1 : Iya karena gurunya mudah berinteraksi dengan murid
 S2 : Tidak
 S3 : Tidak
 S4 : Tidak, karena sulit
 S5 : Iya, karena sedikit-dikit bisa berbicara bahasa Inggris
 S6 : Ya sedikit-sedikit bisa, karena terkadang *speaking* itu menyenangkan
 S7 : Sedikit dapat meningkat. Menambah kata-kata yang belum dimengerti
 S8 : Tidak, karena susah dimengerti
 S9 : Ya, karena sedikit demi sedikit kita dapat menambah (menghafal) kosa kata baru
 S10 : Ya, karena sedikit demi sedikit dapat mengetahui artinya
 S11 : Tidak
 S12 : Tidak, karena teman-teman tidak suka bahasa Inggris
 S13 : Tidak, karena tidak nyangkut ke otak
 S14 : Tidak, karena teman-teman di kelas menggunakan B. Jawa
 S15 : Ya, karena dapat meningkatkan pendengaran
 S16 : Iya, karena dapat mengasah berbicara bahasa Inggris
 S17 : Bisa, karena bisa lebih terbiasa mendengar bahasa Inggris
 S18 : 10% iya, karena sedikit memperhatikan
 S19 : Ya sedikit-sedikit karena bisa menambah kata-kata
 S20 : Bisa jadi. Ya menambah kosa kata
 S21 : Bisa jadi, menambah kosa kata
 S22 : Ada kalanya
 S23 : Sedikit-sedikit, karena terkadang belum mengerti
 S24 : Sedikit-sedikit, karena tidak bisa berbicara dengan bahasa Inggris
 S25 : Sedikit-sedikit, karena bahasanya sulit

S26 : Tidak
 S27 : Tidak, karena tidak bisa
 S28 : Tidak
 S29 : Ya, karena gurunya juga diajak ketawa
 S30 : Ya, karena gurunya juga diajak ketawa
 S31 : Iya
 S32 : Ya, karena bunda guru mengajarnya asik

7. Apakah media dalam kegiatan *speaking* di kelas selama ini dapat meningkatkan kemampuan berbicara dalam bahasa Inggris? Mengapa?

S1 : Komputer dan speaker, karena asik
 S2 : Tidak
 S3 : Tidak
 S4 : Tidak, sulit dimengerti
 S5 : Iya, karena sedikit demi sedikit bisa berbicara bahasa Inggris
 S6 : Bisa jadi
 S7 : Tidak, terkadang bahasanya tidak sesuai
 S8 : Iya
 S9 : Tidak, karena tidak adanya media dalam kegiatan *speaking*
 S10 : Tidak, karena tidak ada medianya
 S11 : Tidak
 S12 : Tidak ada
 S13 : Tidak ada
 S14 : Tidak, karena pusing
 S15 : Ya, karena sering mendengarkan kata-kata B. Inggris
 S16 : Tidak, karena mumet
 S17 : Tidak, karena hanya media sederhana
 S18 : Tidak, karena tidak tau artinya
 S19 : Ya sedikit-sedikit karena bisa lebih tau
 S20 : Iya bisa jadi
 S21 : Bisa jadi, menambah kosa kata
 S22 : Tidak
 S23 : Tidak
 S24 : Tidak, karena sulit dimengerti
 S25 : Tidak, karena tidak mengerti
 S26 : Tidak
 S27 : Tidak
 S28 : Sedikit
 S29 : Karena asik
 S30 : Karena asik
 S31 : Ya, karena asik
 S32 : Ya, karena asik

8. Pernahkah guru menggunakan metode *games* untuk meningkatkan kemampuan berbicara dalam bahasa Inggris?

S1 : Ya kadang-kadang

S2 : Pernah
 S3 : Pernah
 S4 : Pernah
 S5 : Pernah
 S6 : Ya, pernah
 S7 : Pernah
 S8 : Pernah
 S9 : Ya
 S10 : Ya
 S11 : Pernah
 S12 : Pernah
 S13 : Pernah
 S14 : Saya tidak tau
 S15 : Pernah
 S16 : Tidak
 S17 : Pernah
 S18 : Tidak
 S19 : Sudah
 S20 : Pernah
 S21 : Pernah
 S22 : Pernah
 S23 : Pernah
 S24 : Ya
 S25 : Ya
 S26 : Pernah
 S27 : Pernah
 S28 : Tidak
 S29 : Ya, di rumah
 S30 : Ya, di rumah
 S31 : Iya
 S32 : Pernah

9. Apakah adik suka dengan *games* yang berisikan permainan tebak-tebakan?
- S1 : Tidak, tapi cukup suka
 S2 : Lumayan suka
 S3 : -
 S4 : Ya
 S5 : Iya
 S6 : Ya saya suka, karena *games* yang berisikan permainan tebak-tebakan sangat asyik
 S7 : Tidak
 S8 : Suka
 S9 : Ya
 S10 : Ya
 S11 : Suka
 S12 : Sedikit saja sih

S13 : Suka tapi sedikit
 S14 : Ya/suka
 S15 : Suka
 S16 : Ya
 S17 : Suka
 S18 : Iya
 S19 : Ya
 S20 : Suka
 S21 : Suka
 S22 : Iya, karena seru
 S23 : Terkadang
 S24 : Ya, sedikit-sedikit
 S25 : Ya, karena bisa mengasah otak
 S26 : Suka
 S27 : Suka
 S28 : Ya
 S29 : Tidak
 S30 : Tidak
 S31 : Tidak, saya suka PB
 S32 : Sedikit

10. Menurut adik, bagaimana jika kita menggunakan permainan tebak-tebakan (*guessing games*) untuk meningkatkan kemampuan berbicara dalam bahasa Inggris?

S1 : Boleh pak bu
 S2 : Bisa jadi
 S3 : Boleh saja
 S4 : Cukup baik
 S5 : Iya, saya setuju
 S6 : Ya, saya setuju
 S7 : Boleh
 S8 : Bisa jadi
 S9 : Bisa jadi
 S10 : Bisa jadi
 S11 : Bisa juga
 S12 : Hmm... senang sih
 S13 : Sangat senang sekali
 S14 : Manut
 S15 : Ya boleh saja
 S16 : Manut
 S17 : Ya boleh saja
 S18 : Lha luweh
 S19 : Boleh
 S20 : Ya, setuju
 S21 : Bagus
 S22 : Iya, sangat bagus

S23 : Boleh
 S24 : Ya, saya setuju, mungkin dengan menggunakan cara ini dapat berhasil
 S25 : Iya
 S26 : Setuju
 S27 : Setuju
 S28 : Boleh
 S29 : Lha yo
 S30 : Hlaluyo
 S31 : Manut aja lah
 S32 : Manut

Questionnaire 2

Cycle 1 Evaluation

Tuesday, May 28, 2013

12:20 a.m.

1. Bagaimana perasaan adik ketika belajar *speaking* dengan *guessing games* selama ini?

S1 : Senang
 S2 : Senang
 S3 : Menyenangkan
 S4 : Senang, karena mengasikkan
 S5 : Senang
 S6 : Senang, karena asyik
 S7 : Senang, agak teringat walaupun sedikit-sedikit
 S8 : Senang
 S9 : Senang dan terhibur
 S10 : Senang, asyik
 S11 : Senang
 S12 : Senang
 S13 : Senang
 S14 : Senang dan terhibur
 S15 : Senang
 S16 : Senang dan susah
 S17 : Senang, asyik
 S18 : Senang
 S19 : Senang
 S20 : Senang
 S21 : Senang
 S22 : Senang
 S23 : Senang
 S24 : Butiful
 S25 : Senang
 S26 : Mengasikkan dan menyenangkan
 S27 : Senang, asik

S28 : E...bahagia sich
 S29 : Bahagia
 S30 : Cukup senang
 S31 : Senang dan terhibur
 S32 : Senang

2. Apakah kegiatan *guessing games* itu dapat menambah motivasi adik dalam belajar *speaking*?

S1 : Iya
 S2 : Sedikit
 S3 : Dapat
 S4 : Iya
 S5 : Ya
 S6 : Ya
 S7 : Ya
 S8 : Lumayan
 S9 : Ya
 S10 : Lumayan
 S11 : Lumayan
 S12 : Ya, bisa
 S13 : Lumayan
 S14 : Ya
 S15 : Iya
 S16 : Ya
 S17 : Iya, karena kegiatan ini sangat menyenangkan
 S18 : Ya
 S19 : Iya
 S20 : Ya
 S21 : Ya
 S22 : Iya
 S23 : Ya
 S24 : *Yes*
 S25 : Iya
 S26 : Dapat
 S27 : Lumayan
 S28 : Sedikit sich
 S29 : Ya tentu saja
 S30 : Ya
 S31 : Ya
 S32 : Lumayan

3. Apakah bahasa yang digunakan dapat membantu adik dalam belajar *speaking*? Mengapa?

S1 : Iya, karena saya dapat menemukan kosa kata baru dalam bahasa Inggris
 S2 : Ya bagus
 S3 : Ya

- S4 : Iya, karena mudah dimengerti
 S5 : Ya, karena bahasanya ada yang mudah
 S6 : Ya, karena mudah dimengerti
 S7 : Ya, karena lebih jelas dalam pembicaraannya
 S8 : Lumayan, karena bahasa yang digunakan mudah dimengerti sedikit demi sedikit
 S9 : Ya, karena bisa berbicara bahasa Inggris
 S10 : Lumayan
 S11 : Lumayan, karena lebih gampang berbicara bahasa Inggris
 S12 : Bisa, karena diselingi dengan artinya
 S13 : Lumayan, karena bahasa yang digunakan mudah dimengerti
 S14 : Ya, karena itu membantu sedikit-sedikit bahasa yang digunakan
 S15 : Bisa jadi
 S16 : Tidak, karena tidak mengerti artinya
 S17 : Iya, karena dapat saya pahami
 S18 : Ya, karena bahasa yang digunakan mudah dimengerti
 S19 : Iya, karena sambil diartikan ke bhs. Indonesia
 S20 : Ya, karena saya dapat mengerti arti dari bahasa yang saya gunakan
 S21 : Ya, karena sering mendengar bahasa Inggris
 S22 : Iya, karena sangat menyenangkan
 S23 : Indonesia, karena bahasa nasional
 S24 : *Yes*, karena sangat menyenangkan
 S25 : Iya, karena bahasanya mudah dimengerti
 S26 : Ya
 S27 : Bisa, karena bahasa yang digunakan mudah dimengerti
 S28 : Sedikit...yaaa gitu deh
 S29 : Ya, karena bahasanya sangat efektif
 S30 : Indonesia, karena bahasa nasional
 S31 : Ya, karena bisa sedikit-sedikit bisa bahasa Inggris
 S32 : Ya, karena bahasa yang digunakan mudah dimengerti

4. Apakah suasana di kelas dapat membantu adik dalam belajar *speaking*?
 Mengapa?

- S1 : Tidak, karena keadaan dalam kelas sangat ramai
 S2 : Karena asik
 S3 : Ya
 S4 : Iya, suasananya lebih mendukung
 S5 : Tidak, karena suasana kelas ramai
 S6 : Tidak, karena lebih banyak memakai bahasa Jawa/Indonesia
 S7 : Ya, sekarang lebih tenang dalam pelajaran
 S8 : Tidak, karena kurang nyaman
 S9 : Ya lumayan, karena semua sedikit-sedikit mengerti B. Inggris
 S10 : Tidak, karena tidak nyaman (ramai)
 S11 : Tidak, karena kurang nyaman
 S12 : Bisa, karena sudah lebih tenang
 S13 : Tidak, karena tidak nyaman dan sangat ramai

S14 : Tidak, karena ramai dan masih menggunakan bahasa Jawa
 S15 : Lumayan, karena suasana kelas yang ramai
 S16 : Tidak, karena berisik
 S17 : Sedikit, karena suasananya kadang ramai sendiri
 S18 : Sedikit, karena suasana dalam kelas sedikit ramai
 S19 : Iya, karena semua teman-teman juga senang
 S20 : Tidak, karena keadaan kelas sangat ramai
 S21 : Ya, karena asik
 S22 : Iya, karena asyik
 S23 : Cukup tenang, karena semua memperhatikan
 S24 : *Yes*, karena asik
 S25 : Kadang, karena sering rame
 S26 : Ya
 S27 : Sedikit, karena suasana kelas saya ramai
 S28 : Tentu saja, karena bisa bermain dan bercanda tawa bersama
 S29 : Ya, karena kelasnya sangat-sangat asik
 S30 : Cukup tenang, karena semua memperhatikan
 S31 : Tidak, karena rame
 S32 : Tenang, karena semua siswa memperhatikan apa yang diterangkan

5. Apakah teman-teman dapat mendukung adik dalam belajar *speaking*?
Mengapa?

S1 : Ya, karena mereka dapat membantu saya dalam berbahasa
 S2 : -
 S3 : Ya
 S4 : Iya, karena menjadi lebih mengerti
 S5 : Ya, mereka bisa mendukung
 S6 : Tidak, karena kosa katanya kurang
 S7 : Ya, lebih tenang dalam pelajaran
 S8 : Lumayan, karena mereka juga tidak bisa
 S9 : Kadang, karena teman-teman juga belum begitu juga bisa dengan B. Inggris
 S10 : Bisa jadi, karena teman-teman belum fasih berbahasa Inggris
 S11 : Lumayan, karena mereka juga tidak bisa belajar *speaking*
 S12 : Bisa, karena bisa saling menjelaskan
 S13 : Bisa jadi, karena teman-teman belum lancar dalam bahasa Inggris
 S14 : Tidak, karena masih berbicara menggunakan bahasa Jawa dan bahasa Inggrisnya belum lancar
 S15 : Bisa jadi, karena teman saya bisa membantu belajar bahasa Inggris
 S16 : Ya, karena saling membantu
 S17 : Iya, karena saling membantu
 S18 : Tidak, karena mereka juga tidak lumayan bisa *speaking*
 S19 : Iya, karena saling mendukung
 S20 : Ya, karena mereka dapat membantu saya jika saya tidak mengerti
 S21 : Ya, karena bisa menghibur
 S22 : Iya, karena menghibur

S23 : Ada yang mendukung dan tidak
 S24 : *Yes*, karena menghibur
 S25 : Bisa jadi, karena teman-teman belum lancar dalam membaca
 S26 : Ya
 S27 : Tidak, karena teman-teman saya juga tidak bisa *speaking*
 S28 : Yaaa...karena biasa-biasa saja
 S29 : Ya, karena teman sangat bisa untuk diajak bercanda
 S30 : Ada yang mendukung dan tidak
 S31 : Ada yang iya dan ada yang tidak, karena kurangnya kebersamaan
 S32 : Ada yang mendukung dan ada yang tidak

6. Apakah media (kartu) dalam kegiatan *speaking* dapat membantu adik dalam belajar *speaking*? Mengapa?

S1 : Iya, karena dapat menjadi patokan dalam berbicara
 S2 : Iya
 S3 : Ya
 S4 : Ya, mudah difikir dan dipahami
 S5 : Ya, bisa membantu
 S6 : Ya, bisa difikirkan terlebih dahulu
 S7 : Ya, karena lebih jelas untuk apa tugasnya
 S8 : Ya, karena menambah pengetahuan
 S9 : Ya, karena dapat menghibur serta dapat bermain kata-kata B. Inggris
 S10 : Ya, karena menambah pengetahuan
 S11 : Ya, karena menambah pengetahuan
 S12 : Dapat membantu, karena saat ulangan tidak bingung dengan apa yang diulangkan
 S13 : Bisa jadi, karena media (kartu) sedikit menyenangkan
 S14 : Ya, karena menambah pengetahuan
 S15 : Ya, karena menyenangkan dan mudah difahami
 S16 : Ya, karena seperti gaple
 S17 : Iya, mudah difahami
 S18 : Ya, karena media (kartu) sedikit menyenangkan
 S19 : Iya, karena bisa belajar bhs. Inggris
 S20 : Ya, karena saya dapat mengerti sedikit demi sedikit kata-kata yang ada di kartu
 S21 : Ya, karena menyenangkan
 S22 : Iya, karena sudah ditentukan materinya
 S23 : Cukup membantu
 S24 : *Yes*, karena sudah ditentukan materinya
 S25 : Ya, karena media (kartu) sedikit menyenangkan
 S26 : Ya
 S27 : Lumayan, karena menyenangkan
 S28 : Yaaa...karena bisa sambil bermain
 S29 : Ya, karena permainan kartu itu asik
 S30 : Cukup membantu
 S31 : Iya, karena dapat menghibur dan sedikit-dikit bisa bahasa Inggris

S32 : Cukup membantu, karena bisa dipelajari

7. Apakah kegiatan *guessing games* selama ini dapat meningkatkan kemampuan *speaking* adik? Mengapa?

S1 : Ya, karena sedikit ada peningkatan

S2 : Karena seru

S3 : Ya

S4 : Iya, karena mudah dimengerti

S5 : Ya, bisa sedikit meningkatkan

S6 : Ya, menambah kosa kata

S7 : Ya, karena lebih menyenangkan

S8 : Lumayan, karena asyik

S9 : Ya, karena sedikit-sedikit dalam B. Inggris

S10 : Ya, karena menambah kosa kata

S11 : Lumayan, karena asyik

S12 : Dapat, karena tidak terlalu tegang

S13 : Bisa jadi, karena menyenangkan

S14 : Ya, karena berlatih *speaking* dalam bahasa Inggris itu asik

S15 : Iya, bisa jadi. Karena menambah kosa kata

S16 : Ya, karena sudah bisa

S17 : Sedikit, karena ada yang kurang tahu

S18 : Ya, karena *guessing games* menyenangkan dan tidak membosankan

S19 : Iya sedikit-sedikit

S20 : Ya, karena saya dapat belajar bahasa Inggris lebih banyak

S21 : Ya, karena asik dan menyenangkan

S22 : *Yes*, karena selalu teringat saat *game*

S23 : Ya, karena mengasikkan

S24 : *Yes*, karena selalu teringat saat *games*

S25 : Iya, karena sedikit ada peningkatan

S26 : Ya

S27 : Sedikit, karena hal yang belum pernah dipelajari, dipelajari di *guessing games* ini

S28 : Sedikit, karena bisa juga sambil bermain

S29 : Ya, *guessing games* itu asik

S30 : Ya, karena mengasikkan

S31 : Iya, karena menghibur dan tambah wawasan

S32 : Ya, karena semua yang belum dipelajari ada di *guessing games*

8. Apakah adik ikut aktif dalam kegiatan *guessing games* dalam kelompok?

S1 : Ya

S2 : Aktif

S3 : Ya

S4 : Iya

S5 : Belum

S6 : Ya

S7 : Agak

S8 : Ya
 S9 : Ya
 S10 : Ya
 S11 : Ya
 S12 : Ikut
 S13 : Iyaa
 S14 : Ya
 S15 : Iya
 S16 : Ya
 S17 : Iya
 S18 : Iya
 S19 : Kadang-kadang
 S20 : Ya, tentu
 S21 : Ya
 S22 : Ya
 S23 : Ya
 S24 : Yes
 S25 : Iya
 S26 : Ya
 S27 : Ya
 S28 : Ya tentu
 S29 : Ya tentu
 S30 : Ya
 S31 : Iya
 S32 : Kadang aktif kadang tidak

9. Apa kekurangan dari kegiatan *speaking* kita selama ini?
- S1 : Tidak mengerti dengan bahasa yang digunakan
 S2 : Tidak ada
 S3 : Tidak ada
 S4 : Tidak ada
 S5 : Tidak ada propertinya
 S6 : Kurang memahami kata-kata bahasa Inggris
 S7 : Terlalu cepat tapi ingin lebih cepat selesai
 S8 : Kurang lancar dalam berbicara bahasa Inggris
 S9 : Kurang memahami dan mengerti bahasa Inggris. Serta kurang lancar dalam berbahasa Inggris
 S10 : Kurang memahami dan mengerti bahasa Inggris
 S11 : Kurang memahami kata-kata bahasa Inggris
 S12 : Kurang meriah
 S13 : Kurang lancar dalam berbicara bahasa Inggris
 S14 : Kurang memahami dan mengerti bahasa Inggris. Serta kurang lancar berbicaranya
 S15 : Tidak ada. Sudah baik
 S16 : Tidak menyenangkan
 S17 : Tidak menggunakan alat bantu

- S18 : Suasana dalam kelas ricuh
- S19 : Tidak ada
- S20 : Tidak mengerti dengan bahasa yang digunakan
- S21 : Teman-teman pada ramai sendiri
- S22 : Teman-teman pada ramai sendiri, jadi gak konsentrasi
- S23 : Tidak ada
- S24 : Karena teman-teman pada ramai
- S25 : Tidak ada propertynya, seperti memakai LCD
- S26 : Tidak ada
- S27 : Tidak bisa mengerti arti dari katanya
- S28 : Teman-teman rame dan tidak mendukung untuk fokus belajar
- S29 : Karena teman-teman sangat ramai
- S30 : Tidak ada
- S31 : Tidak adanya properti seperti memakai LCD
- S32 : Tidak bisa mengerti artinya

10. Apa saran adik untuk kegiatan *speaking* kita selanjutnya agar kemampuan *speaking* adik terus meningkat?

- S1 : Menggunakan bahasa Inggris yang mudah dihafal dan dibaca
- S2 : Jangan bikin seseorang “mutung”
- S3 : Tidak tahu
- S4 : Lebih banyak menggunakan bahasa Inggris
- S5 : Menggunakan media-media lain, biar kami tidak bosan
- S6 : Lebih banyak menggunakan kata-kata bahasa Inggris yang masih asing
- S7 : Jangan mudah putus asa dalam suatu kegiatan
- S8 : Berlatih berbicara dalam bahasa Inggris
- S9 : Berlatih berbicara dan menghafal bahasa Inggris
- S10 : Berlatih berbicara bahasa Inggris dan menghafal kata-kata dan artinya
- S11 : Mengadakan *guessing games* dan lebih banyak menghafal kata-kata bahasa Inggris
- S12 : Gunakanlah alat bantu yang lebih canggih
- S13 : Mengadakan *guessing games* dan lebih banyak menggunakan kata-kata bahasa Inggris yang masih asing
- S14 : Berlatih berbicara bahasa Inggris, menghafal kata-kata dalam bahasa Inggris dan artinya
- S15 : Lebih banyak menggunakan bahasa Inggris dan menggunakan *games*
- S16 : Agar lebih anu
- S17 : Lebih menggunakan bahasa Inggris yang banyak, agar siswa dapat giat berlatih
- S18 : Mengadakan *guessing games* lagi
- S19 : Ya terus menerus mengikuti *speaking*
- S20 : Menggunakan bahasa yang lebih sulit
- S21 : Mengajar dengan metode *game*
- S22 : Mengajarnya pake bahasa Inggris
- S23 : Ya belajar aja
- S24 : Mengajarnya memakai *games* terus

- S25 : Memakai property agar tidak bosan
 S26 : -
 S27 : Belajar dan terus mencoba
 S28 : Mengajar memakai *games* terus
 S29 : Mengajar memakai *games* terus
 S30 : Ya belajar aja
 S31 : Memakai LCD dan properti yang lain, berlatih berbicara bahasa Inggris
 S32 : Belajar

Questionnaire 3

Cycle 2 Evaluation

Wednesday, June 5, 2013

12:20 a.m.

1. Apa saja yang sudah adik pelajari dari kegiatan speaking kita selama ini?
 - S1 : *Asking for and giving*
 - S2 : *Asking and offering help, asking for and giving opinion, asking for and giving things*
 - S3 : Tanya jawab dengan bahasa Inggris dan latihan berbicara dengan B. Inggris
 - S4 : *Asking and offering help, asking for and giving opinion, asking for and giving things*
 - S5 : *Asking and offering help, asking for and giving opinion, asking for and giving things*
 - S6 : Tanya jawab dengan bahasa Inggris dan *speaking* menggunakan bahasa Inggris
 - S7 : Tanya jawab dgn bhs Inggris, belajar tentang *asking for and giving things, asking for offering help, asking for giving opinion, asking for giving information*
 - S8 : *Asking for and giving things, asking for and offering help, asking for & giving opinion, asking for and giving information*
 - S9 : *Asking for and giving things, asking for and offering help, asking for giving opinion, asking for and giving information*
 - S10 : *Asking for and offering help, asking for and giving things, asking for and giving opinion, asking for and giving information*
 - S11 : Belajar tentang *asking for and giving things, asking for and offering help, asking for & giving opinion, asking for and giving information*
 - S12 : *Asking for and giving*
 - S13 : *Asking for and giving things, asking for and offering help, asking for and giving opinion, asking for giving information*
 - S14 : Banyak
 - S15 : *Asking for and giving*
 - S16 : *Asking and offering help, asking for and giving opinion, asking for and giving things*
 - S17 : Saat *asking for and giving*

- S18 : *Asking and offering, asking for and giving opinion, asking for and giving things*
 S19 : *Asking and offering help, asking for and giving opinion, asking for and giving things*
 S20 : *Asking and offering help, asking for and giving things, asking for and giving opinion, asking for and giving information*
 S21 : *Asking for and giving things, asking for and giving opinion, asking for and offering help*
 S22 : *Asking for and giving*
 S23 : Lebih mudah belajar bahasa Inggris
 S24 : Bisa mengobrol dengan bahasa Inggris
 S25 : Lebih mudah
 S26 : Bisa belajar mengobrol dengan bahasa Inggris
 S27 : Belajar bahasa Inggris lebih lancar
 S28 : Nggak hafal, pokoknya ada *asking for and offering help*
 S29 : *Asking for and giving opinion*
 S30 : *Asking for and offering help, asking for and giving things*

2. Apakah kegiatan *guessing games* dapat membantu adik dalam mempelajari ungkapan-ungkapan bahasa Inggris dengan benar? Mengapa?

- S1 : Tidak, gak bisa B. Inggris
 S2 : Iya, karena *guessing games* sangat menyenangkan dan tidak membosankan
 S3 : Ya sedikit-sedikit, karena belajar dengan bahasa Inggris yang belum mengerti
 S4 : Iya, karena kegiatan *guessing games* tidak membosankan
 S5 : Iya, karena kegiatan *guessing games* tidak membosankan
 S6 : Ya sedikit-sedikit, karena belajar berbicara dengan bahasa Inggris yang belum kita kuasai
 S7 : Ya, karena kegiatan *guessing games* mempermudah saya menghafal kata-kata B. Inggris
 S8 : Ya, karena dapat mempelajari kata baru
 S9 : Ya, karena dapat mempelajari kata baru
 S10 : Ya, karena dapat mempelajari kata-kata baru
 S11 : Lumayan, karena dapat mempelajari kata baru
 S12 : Bisa, karena bisa sambil bermain, bercanda dan tidak terlalu tegang
 S13 : Iya, karena bisa tau kata yang belum kami pahami
 S14 : Ya
 S15 : Tidak, karena tidak bisa bahasa Inggris
 S16 : Iya, dapat dimengerti
 S17 : Bisa, karena bisa sambil tertawa bersama dan bisa sambil bernyanyi
 S18 : Iya, karena mudah difahami dan dimengerti
 S19 : Iya, karena kegiatan *guessing games* tidak membosankan
 S20 : Ya, sedikit-sedikit bisa membantu saya untuk mengungkapkan bahasa Inggris
 S21 : Iya, karena *guessing games* tidak membosankan

- S22 : Ya, karena bisa meniru contoh di buku
 S23 : Ya, karena speaking mempermudah belajar bhs Inggris
 S24 : Ya, karena menyenangkan
 S25 : Ya, karena mempermudah belajar bahasa Inggris
 S26 : Ya, karena menyenangkan
 S27 : Ya, mudah dimengerti
 S28 : Ya, lebih menyenangkan
 S29 : Ya
 S30 : Ya, karena asyik

3. Apakah kegiatan *guessing games* berhasil meningkatkan motivasi dan keterlibatan adik dalam kegiatan *speaking*? Mengapa?

- S1 : Ya, ingin bermain *games* terus
 S2 : Iya, karena dapat belajar sambil bermain
 S3 : Ya, karena dapat berlatih komunikasi dengan B. Inggris
 S4 : Iya, karena tidak membosankan dan dapat mengetahui kata-kata dlm B. Inggris lebih banyak
 S5 : Iya, karena saya ingin lebih bisa berbahasa Inggris
 S6 : Ya, karena dapat berlatih bahasa Inggris tanpa bosan dan asik
 S7 : Ya, karena tidak membuat saya bosan
 S8 : Ya, karena kami dapat belajar sambil bermain
 S9 : Ya, karena kami dapat belajar sambil bermain
 S10 : Ya, karena kami dapat belajar sambil bermain
 S11 : Lumayan, karena dapat mempelajari kata baru
 S12 : Bisa, karena bisa terhibur dan lebih percaya diri
 S13 : Iya, karena kita belajar dengan asik
 S14 : Ya
 S15 : *Yes*, karena ingin bermain *games* terus
 S16 : Iya, karena kami senang belajar sambil bermain
 S17 : Ya, karena bisa sambil bermain juga
 S18 : Iya, karena mudah dimengerti
 S19 : Ya, karena kami dapat belajar sambil bermain
 S20 : Ya, kegiatan *guessing games* berhasil meningkatkan motivasi saya
 S21 : Iya, karena dapat belajar sambil bermain
 S22 : Ya
 S23 : Ya
 S24 : Ya, karena mudah masuk dalam pikiran
 S25 : Ya
 S26 : Ya, karena mudah dimengerti
 S27 : Ya
 S28 : Ya, lebih menyenangkan
 S29 : Ya, karena kita belajar dengan asyik
 S30 : Ya, asyik

4. Apakah kegiatan *guessing games* berhasil meningkatkan kemampuan speaking adik? Mengapa?

- S1 : Lumayan, karena
 S2 : Iya, karena bahasanya mudah dipahami
 S3 : Lumayan, karena bisa sedikit-sedikit mengerti dengan kata-kata B. Inggris
 S4 : Iya, karena bahasanya mudah dipahami
 S5 : Iya, karena saya dapat cepat memahaminya
 S6 : Ya, karena bisa sedikit-sedikit mengerti kata-kata bahasa Inggris
 S7 : Lumayan, karena lebih banyak kata-kata yang bisa saya hafal
 S8 : Ya, karena kami dapat mengucapkan kata-kata yang sulit kami ucapkan
 S9 : Ya, karena bahasanya lebih mudah
 S10 : Ya, karena kami dapat mengucapkan kata-kata yang belum bisa kami pahami
 S11 : Lumayan, karena dapat mempelajari dan mengenal kata baru
 S12 : Bisa, karena mudah dimengerti
 S13 : Iya, karena bisa tau kata yang belum kami pahami
 S14 : Ya
 S15 : Lumayan, karena saya aktif
 S16 : Ya lumayan, bahasanya mudah difahami
 S17 : Bisa karena mudah dimengerti
 S18 : Iya, karena lebih mudah dipahami
 S19 : Lumayan, karena bahasanya mudah dipahami
 S20 : Ya, kegiatan *guessing games* sangat mengasikkan dan memacu saya untuk dapat menjawab pertanyaan dari *guessing games* tersebut
 S21 : Iya, karena saya dapat cepat memahaminya
 S22 : Ya
 S23 : Karena mudah masuk dalam pikiran
 S24 : Bisa, karena mudah dimengerti
 S25 : Karena mudah terpikiran
 S26 : Ya, karena mengasikkan
 S27 : Ya
 S28 : Agak, terlalu cepat pembahasannya
 S29 : Sedikit
 S30 : Ya, lebih mudah dipahami

5. Mana yang lebih adik sukai? *Guessing games* dengan kelompok delapan anak, empat anak atau berdua? Mengapa?

- S1 : Berdua
 S2 : Delapan anak, karena bisa menjawab dan berfikir bersama-sama
 S3 : Empat anak, karena lebih asyik
 S4 : *Guessing games* berdua, karena bisa lebih merata komunikasinya
 S5 : Kelompok berempat, karena kalau kelompok delapan anak terlalu banyak sedangkan kelompok berdua terlalu sedikit
 S6 : 4 anak, karena lebih leluasa dalam mendengar dan menjawabnya serta lebih asik
 S7 : Empat anak karena lebih asyik
 S8 : Empat anak, karena kalau berduaterlalu sedikit

- S9 : Empat anak, karena kalau 2 anak sedikit, kalau 8 anak kebanyakan
 S10 : Dengan empat anak, karena kalau berdelapan kebanyakan, berdua sedikit sekali
 S11 : 8 anak, karena lebih asik (ramai)
 S12 : Berdua, karena semua bisa mendapat giliran maju
 S13 : 4, karena kalau 8 kebanyakan dan 2 sedikit
 S14 : Delapan, karena lebih banyak lebih kompak
 S15 : Berdua, karena semua mendapatkan nilai
 S16 : Lebih suka berdua, karena lebih bisa merata (nilai)
 S17 : 8 anak
 S18 : Dua anak, karena bisa lebih merata (nilai)
 S19 : Berdua, karena lebih bisa merata (nilai)
 S20 : *Guessing games* empat anak, karena memacu saya agar lebih cepat menjawab pertanyaan
 S21 : Delapan anak, karena menjadi lebih ramai dan asyik
 S22 : Delapan, karena bisa bekerja sama-sama
 S23 : Delapan anak
 S24 : 8 anak
 S25 : Delapan anak
 S26 : 4 anak, karena agar semuanya bisa menjawab
 S27 : Delapan anak, karena lebih rame
 S28 : Berdua, karena dua-duanya dapat nilai
 S29 : Dua, karena merata
 S30 : 8, lebih seru

6. Menurut adik, mana yang lebih efektif? *Guessing games* dengan kelompok delapan anak, empat anak atau berdua? Mengapa?

- S1 : Berdua
 S2 : Kelompok empat anak, karena kalau kelompok delapan terlalu banyak dan jika berdua terlalu sedikit
 S3 : Empat anak, karena asyik dan semua kebagian tugas
 S4 : *Guessing games* berdua, karena bisa lebih merata komunikasinya
 S5 : Kelompok berdua, karena lebih efektif
 S6 : Empat anak, karena lebih asik
 S7 : Empat anak, karena asyik dan semua kebagian tugas
 S8 : Berdua, karena dapat memacu kami untuk berbahasa Inggris
 S9 : Empat kelompok, lebih seru
 S10 : Berdua, karena dapat memacu kemampuan kami dalam berbahasa Inggris
 S11 : 8, karena asik (ramai)
 S12 : Berdua, karena tidak terlalu rumit untuk diajak kerjasama
 S13 : Iya, karena dapat memacu kemampuan kami dalam berbahasa Inggris
 S14 : Delapan anak
 S15 : Berdua, karena semua mendapatkan nilai
 S16 : Dua anak, karena lebih bisa merata (nilai)
 S17 : 4 anak, karena lebih rame juga

- S18 : Berdua, bisa lebih konsentrasi dan dapat memahi
 S19 : Berdua, karena lebih bisa merata (nilai)
 S20 : Lebih efektif 4 anak dan lebih mengasikkan
 S21 : Kelompok empat anak, karena kalau dengan kelompok delapan terlalu banyak dan jika berdua terlalu sedikit
 S22 : *Guessing games*, karena tidak membosankan
 S23 : Delapan anak
 S24 : 8 anak
 S25 : Delapan anak
 S26 : Empat anak
 S27 : Ya
 S28 : Berdua, karena lebih sedikit yang menjawab
 S29 : Empat, karena asyik
 S30 : 2, merata

7. Apakah penggunaan media (kartu dan LCD) dapat membantu meningkatkan kemampuan *speaking* adik? Mengapa?

- S1 : Ya, asyik
 S2 : Iya, yak arena lebih mudah ditangkap dan menyenangkan
 S3 : Ya, karena lebih mudah mengerti dan juga asik
 S4 : Iya, lebih asik
 S5 : Iya, karena asyik
 S6 : Ya, karena membantu kesulitan saat kita *speaking* dengan menggunakan bahasa Inggris
 S7 : Ya, karena lebih mudah mengerti dan juga asik
 S8 : Ya, kami dapat mempelajari bahasa Inggris dengan media tersebut
 S9 : Ya, karena asik dan seru
 S10 : Ya, karena kami dapat mempelajari bahasa Inggris dengan media tersebut
 S11 : Ya, karena murid-murid akan lebih senang jika menggunakan alat bantu kartu dan LCD
 S12 : Bisa, karena lebih baik
 S13 : Iya, karena kami dapat mempelajari bahasa Inggris dengan media tersebut
 S14 : Ya
 S15 : *Yes*, karena asyik
 S16 : Iya, karena lebih asyik
 S17 : Bisa, karena lebih mengerti LCD
 S18 : Iya, karena lebih mudah
 S19 : Iya, karena lebih asyik
 S20 : Ya, karena dengan media itu, saya lebih bisa meningkatkan kemampuan *speaking*
 S21 : Iya, karena asyik dan menyenangkan
 S22 : Ya, karena enak
 S23 : Ya
 S24 : Ya, karena mengasikkan

- S25 : Ya
S26 : Ya, karena mudah dimengerti
S27 : Ya
S28 : Ya, lebih menyenangkan
S29 : Ya, asyik
S30 : Ya, lebih mudah

5

OBSERVATION CHECKLISTS

Observation Checklist 1

Meeting 1, Cycle 1

Tuesday, May 21, 2013

11:00 – 12:20 a.m.

No.	Observation Items (Teaching and Learning Process)	Observation Scores				
		0	1	2	3	4
A	Pre-Teaching					
1.	The teacher greets the students				√	
2.	The students respond to the greeting				√	
3.	The teacher asks the students' condition				√	
4.	The students tell their condition to the teacher				√	
5.	The teacher calls the roll					√
6.	The teacher outlines the materials				√	
7.	The teacher explains the goal of teaching and learning				√	
B	Whilst-Teaching					
1.	The students are ready to learn the materials				√	
2.	The teacher asks the students to read the dialogues					√
3.	The students read the dialogues				√	
4.	The students identify the expressions used in the dialogues			√		
5.	The teacher asks the students to pronounce some words found				√	
6.	The students pronounce some words found				√	
7.	The teacher checks the students' understanding				√	
8.	The teacher asks the students to make dialogues based on the clues given				√	
9.	The students make dialogues based on the clues given				√	
10.	The teacher gives chances to the students for asking questions				√	
11.	The students ask questions				√	
12.	The students ask to their classmates				√	
13.	The teacher monitors the students				√	
14.	The teacher asks the students to act the dialogues before the class without text			√		
15.	The students act the dialogues before the class without text			√		
16.	The teacher gives feedback			√		
17.	The teacher leads the students to play guessing games				√	
18.	The students play guessing games in a group of 8			√		
19.	The students cooperate well in groups			√		

20.	The students speak in English				√	
21.	The students use dictionary to help them			√		
22.	The students offer themselves to be the volunteer.				√	
C	Post-Teaching					
1.	The teacher summarizes and reflects the lesson					√
2.	The students reflect their learning					√
3.	The teacher previews on the upcoming materials					√
4.	The teacher gives rewards and motivate the students to participate more in the next meeting				√	
D	Class Situation					
1.	Students' enthusiasm/motivation					√
2.	Students' involvement					√
3.	Time allocation					√
4.	The use of media					√
5.	The teacher's instructions					√

Observation Checklist 2

Meeting 2, Cycle 1

Wednesday, May 22, 2013

11:00 – 12:20 a.m.

No.	Observation Items (Teaching and Learning Process)	Observation Scores				
		0	1	2	3	4
A	Pre-Teaching					
1.	The teacher greets the students				√	
2.	The students respond to the greeting				√	
3.	The teacher asks the students' condition				√	
4.	The students tell their condition to the teacher				√	
5.	The teacher calls the roll				√	
6.	The teacher outlines the materials				√	
7.	The teacher explains the goal of teaching and learning			√		
B	Whilst-Teaching					
1.	The students are ready to learn the materials				√	
2.	The teacher asks the students to read the dialogues				√	
3.	The students read the dialogues				√	
4.	The students identify the expressions used in the dialogues				√	
5.	The teacher asks the students to pronounce some words found				√	
6.	The students pronounce some words found				√	
7.	The teacher checks the students' understanding				√	
8.	The teacher asks the students to make dialogues				√	

	based on the clues given					
9.	The students make dialogues based on the clues given				√	
10.	The teacher gives chances to the students for asking questions				√	
11.	The students ask questions				√	
12.	The students ask to their classmates				√	
13.	The teacher monitors the students				√	
14.	The teacher asks the students to act the dialogues before the class without text			√		
15.	The students act the dialogues before the class without text			√		
16.	The teacher gives feedback				√	
17.	The teacher leads the students to play guessing games				√	
18.	The students play guessing games in a group of 8			√		
19.	The students cooperate well in groups			√		
20.	The students speak in English				√	
21.	The students use dictionary to help them			√		
22.	The students offer themselves to be the volunteer.				√	
C	Post-Teaching					
1.	The teacher summarizes and reflects the lesson				√	
2.	The students reflect their learning				√	
3.	The teacher previews on the upcoming materials				√	
4.	The teacher gives rewards and motivate the students to participate more in the next meeting				√	
D	Class Situation					
1.	Students' enthusiasm/motivation				√	
2.	Students' involvement				√	
3.	Time allocation				√	
4.	The use of media				√	
5.	The teacher's instructions				√	

Observation Checklist 3

Meeting 1, Cycle 2

Wednesday, May 29, 2013

11:00 – 12:20 a.m.

No.	Observation Items (Teaching and Learning Process)	Observation Scores				
		0	1	2	3	4
A	Pre-Teaching					
1.	The teacher greets the students					√
2.	The students respond to the greeting				√	

3.	The teacher asks the students' condition				√	
4.	The students tell their condition to the teacher				√	
5.	The teacher calls the roll				√	
6.	The teacher outlines the materials				√	
7.	The teacher explains the goal of teaching and learning			√		
B	Whilst-Teaching					
1.	The students are ready to learn the materials					√
2.	The teacher asks the students to read the dialogues				√	
3.	The students read the dialogues				√	
4.	The students identify the expressions used in the dialogues				√	
5.	The teacher asks the students to pronounce some words found				√	
6.	The students pronounce some words found				√	
7.	The teacher checks the students' understanding				√	
8.	The teacher asks the students to make dialogues based on the clues given					√
9.	The students make dialogues based on the clues given				√	
10.	The teacher gives chances to the students for asking questions				√	
11.	The students ask questions				√	
12.	The students ask to their classmates					√
13.	The teacher monitors the students					√
14.	The teacher asks the students to act the dialogues before the class without text				√	
15.	The students act the dialogues before the class without text					√
16.	The teacher gives feedback				√	
17.	The teacher leads the students to play guessing games					√
18.	The students play guessing games in a group of 4			√		
19.	The students cooperate well in groups			√		
20.	The students speak in English					√
21.	The students use dictionary to help them			√		
22.	The students offer themselves to be the volunteer.				√	
C	Post-Teaching					
1.	The teacher summarizes and reflects the lesson				√	
2.	The students reflect their learning				√	
3.	The teacher previews on the upcoming materials				√	
4.	The teacher gives rewards and motivate the students to participate more in the next meeting				√	
D	Class Situation					
1.	Students' enthusiasm/motivation				√	

2.	Students' involvement				√	
3.	Time allocation				√	
4.	The use of media				√	
5.	The teacher's instructions				√	

Observation Checklist 4

Meeting 2, Cycle 2

Tuesday, June 4, 2013

11:00 – 12:20 a.m.

No.	Observation Items (Teaching and Learning Process)	Observation Scores				
		0	1	2	3	4
A	Pre-Teaching					
1.	The teacher greets the students				√	
2.	The students respond to the greeting				√	
3.	The teacher asks the students' condition				√	
4.	The students tell their condition to the teacher				√	
5.	The teacher calls the roll				√	
6.	The teacher outlines the materials					√
7.	The teacher explains the goal of teaching and learning					√
B	Whilst-Teaching					
1.	The students are ready to learn the materials				√	
2.	The teacher asks the students to read the dialogues				√	
3.	The students read the dialogues				√	
4.	The students identify the expressions used in the dialogues				√	
5.	The teacher asks the students to pronounce some words found				√	
6.	The students pronounce some words found				√	
7.	The teacher checks the students' understanding				√	
8.	The teacher asks the students to make dialogues based on the clues given				√	
9.	The students make dialogues based on the clues given				√	
10.	The teacher gives chances to the students for asking questions				√	
11.	The students ask questions					√
12.	The students ask to their classmates					√
13.	The teacher monitors the students					√
14.	The teacher asks the students to act the dialogues before the class without text				√	
15.	The students act the dialogues before the class				√	

	without text					
16.	The teacher gives feedback				√	
17.	The teacher leads the students to play guessing games				√	
18.	The students play guessing games in pairs				√	
19.	The students cooperate well in groups				√	
20.	The students speak in English				√	
21.	The students use dictionary to help them			√		
22.	The students offer themselves to be the volunteer.				√	
C	Post-Teaching					
1.	The teacher summarizes and reflects the lesson				√	
2.	The students reflect their learning				√	
3.	The teacher previews on the upcoming materials				√	
4.	The teacher gives rewards and motivate the students to participate more in the next meeting				√	
D	Class Situation					
1.	Students' enthusiasm/motivation					√
2.	Students' involvement				√	
3.	Time allocation				√	
4.	The use of media				√	
5.	The teacher's instructions				√	

Descriptions:

0 = not applicable

1 = unsatisfactory

2 = average

3 = above average

4 = excellent

Adapted from:

Fitrianingsih, I. 2011. *A Thesis: Improving Speaking Skills through Games for Business and Management Students of SMKN 1 Godean*. State University of Yogyakarta.

6

SPEAKING ASSESSMENTS

SPEAKING ASSESSMENT INSTRUMENTS

- **Rating Scales for Speaking**

Name:			No:			
Circle the number based on the criteria fulfilled by the students.						
• Accent	1	2	3	4	5	6
• Grammar	1	2	3	4	5	6
• Vocabulary	1	2	3	4	5	6
• Fluency	1	2	3	4	5	6
• Comprehensions	1	2	3	4	5	6
Maximum scores	: 30		Student's score	:		

- **Assessment Criteria for Speaking**

Accent

1. Pronunciation frequently meaningless.
2. Frequent unpleasant errors and a very heavy accent make understanding difficult.
3. 'Foreign accent' requires concentrated listening and mispronouncing lead to occasional misunderstanding and apparent errors in grammar and vocabulary.
4. Marked 'foreign accent' and occasional mispronunciations that do not interfere with understanding.
5. No conspicuous mispronunciations, but would not be taken for a native speaker.
6. Native pronunciation, with no trace of 'foreign accent'.

Grammar

1. Grammar almost entirely inappropriate or inaccurate.
2. Constant errors showing and preventing communication.
3. Frequent errors showing inappropriate use of grammar causing misunderstanding.
4. Occasional errors but no weakness that causes misunderstanding.
5. Few errors, with no patterns of failure.
6. No more than two errors during the conversation.

Vocabulary

1. Vocabulary limited to minimum consideration requirements.
2. Vocabulary limited to basic personal areas and very familiar topics (autobiographic information, personal experiences, etc).
3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussions of some common familiar topics.

4. Vocabulary tolerable to discuss special interests and any nontechnical subject with some circumlocutions (the use of many words to say something that can be said in a few words).
5. Vocabulary broad, accurate and tolerable to cope with complex practical problems and varied topics of general interest (current event, as well as work, family, time, food, transportation).
6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

Fluency

1. Speech is so awkward and fragmentary that conversation is virtually impossible.
2. Speech is very slow and uneven, except for short and routine sentences; frequently punctuated by silence or long pauses.
3. Speech is frequently hesitant and rough; sentences may be left uncompleted.
4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
5. Speech is effortless and smooth, but perceptibly nonnative in speed and evenness.
6. Speech in all general topics as effortless and smooth as a native speaker's.

Comprehensions

1. Understands too little to respond to conversation initiations or topic nominations.
2. Understand only slow, very simple speech on topics of general interest; requires constant repetition and rephrasing.
3. Understands careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing.
4. Understands quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing.
5. Understands everything in normal educated conversation, except for very colloquial or low-frequency items or exceptionally rapid or slurred speech.
6. Understands everything in informal and colloquial speech to be expected of an educated native speaker.

Adapted from: Checklist of Conversation Performance

Tsang, W. K. and Wong, M. 2002. Conversational English: An Interactive, Collaborative, and Reflective Approach. In Jack C. Richards and William A. Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.

SPEAKING TEST

(Conversation Performance)

Materials:

1. Asking for and offering help
2. Asking for and giving things
3. Asking for and giving opinion
4. Asking for and giving information

Procedure:

1. The students work in pairs.
2. The students take a card containing situation.
3. The students act a conversation based on the situation chosen in pairs.

CARDS (situations)

1. Ask your friend to help you lift the table.
2. Ask your friend to clean the whiteboard.
3. Ask your friend to submit the homework.
4. Ask your friend to help you sweeping the floor.
5. Ask your friend to stick an announcement in the announcement board.
6. You see your friend bring a lot of books. Offer yourself to help him/her.
7. You see your friend is busy on his/her experiment. Offer yourself to help him/her.
8. You see your friend set up the tent alone. Offer yourself to help him/her.
9. You see your friend pick many basket balls. Offer yourself to help him/her.
10. You see your friend clean the classroom. Offer yourself to help him/her.
11. You need a ruler to make a line. Ask your friend to pass the ruler to you.
12. You need a dictionary to find some difficult words. Ask your friend to pass the dictionary to you.
13. You need a globe to find the location of Ethiopia. Ask your friend to pass the globe to you.
14. You need an eraser to clean the blackboard. Ask your friend to pass the eraser to you.
15. You need a pipette to do your experiment. Ask your friend to pass the pipette to you.
16. Ask your friend's opinion about Parangtritis beach.
17. Ask your friend's opinion about Prambanan temple.
18. Ask your friend's opinion about Gembira Loka zoo.
19. Ask your friend's opinion about Garuda Wisnu Kencana (GWK).
20. Ask your friend's opinion about Taman Mini Indonesia Indah (TMII).
21. Ask your friend to tell you some information about Ariel "Noah".
22. Ask your friend to tell you some information about Bambang Pamungkas.
23. Ask your friend to tell you some information about Agnes Monica.
24. Ask your friend to tell you some information about Sule.
25. Ask your friend to tell you some information about Cakra Khan.

SPEAKING SCORES
(Pre-Test)

Maximum Score: 30

No.	Name	Speaking Scores	
		1 st Assessor	2 nd Assessor
1	Abdul Aziz Saifudin	15	23
2	Aji Gandung P.	18	23
3	Angga Syahrul Saputra	17	24
4	Angga Trianto	17	25
5	Annisa Nur Rahman	17	27
6	Ari Setiyani	18	26
7	Bambang Wisnu Murti	16	18
8	Bhekti Wulansari S. Y.	19	25
9	Bintang Pahat Jati	19	25
10	Cika Vera Siti Savita	19	28
11	Danang Kurniawan	19	24
12	Endi Ekik W. K.	20	22
13	Endra Dwi Saputra	17	24
14	Fahri Kholidiyanto	17	24
15	Gita Septiani	19	23
16	Hendra Pratama	17	24
17	Leni Febiana	18	23
18	Lintang Oktafia	18	25
19	Muhammad Arif Maulana	16	24
20	Nada Igamawati	19	24
21	Novi Andari	19	24
22	Puput Ida Wijayanti	19	26
23	Putri Krisna Murti	20	26
24	Ricki Andi Saputro	18	24
25	Rizki Kustya Rini	19	25
26	Saka Panji Pratama	15	21
27	Siti Rohmawati	17	24
28	Ummi Maisaroh	17	26
29	Vianny Nur Juandry	16	24
30	Welin Devitasari	18	24
31	Yuwanita Bardana	19	26
32	Bhastian Geraldi P.	17	24
Mean		17.78	24.22

SPEAKING SCORES
(Post-Test 1)

Maximum Score: 30

No.	Name	Speaking Scores	
		1 st Assessor	2 nd Assessor
1	Abdul Aziz Saifudin	19	24
2	Aji Gandung P.	20	23
3	Angga Syahrul Saputra	19	24
4	Angga Trianto	18	25
5	Annisa Nur Rahman	23	28
6	Ari Setiyani	20	26
7	Bambang Wisnu Murti	21	20
8	Bhekti Wulansari S. Y.	20	25
9	Bintang Pahat Jati	21	26
10	Cika Vera Siti Savita	26	29
11	Danang Kurniawan	20	24
12	Endi Ekik W. K.	26	24
13	Endra Dwi Saputra	23	24
14	Fahri Kholidiyanto	20	26
15	Gita Septiani	25	24
16	Hendra Pratama	18	25
17	Leni Febiana	21	25
18	Lintang Oktafia	21	25
19	Muhammad Arif Maulana	21	26
20	Nada Igamawati	21	26
21	Novi Andari	20	26
22	Puput Ida Wijayanti	18	27
23	Putri Krisna Murti	23	28
24	Ricki Andi Saputro	18	26
25	Rizki Kustya Rini	21	26
26	Saka Panji Pratama	18	22
27	Siti Rohmawati	19	26
28	Ummi Maisaroh	19	27
29	Vianny Nur Juandry	20	26
30	Welin Devitasari	21	25
31	Yuwanita Bardana	20	27
32	Bhastian Geraldi P.	22	25
Mean		20.69	25.31

SPEAKING SCORES
(Post-Test 2)

Maximum Score: 30

No.	Name	Speaking Scores	
		1 st Assessor	2 nd Assessor
1	Abdul Aziz Saifudin	23	25
2	Aji Gandung P.	-	-
3	Angga Syahrul Saputra	22	26
4	Angga Trianto	20	26
5	Annisa Nur Rahman	28	30
6	Ari Setiyani	27	28
7	Bambang Wisnu Murti	26	24
8	Bhekti Wulansari S. Y.	25	27
9	Bintang Pahat Jati	23	28
10	Cika Vera Siti Savita	28	30
11	Danang Kurniawan	26	25
12	Endi Ekik W. K.	23	25
13	Endra Dwi Saputra	28	26
14	Fahri Kholidiyanto	26	27
15	Gita Septiani	28	25
16	Hendra Pratama	25	26
17	Leni Febiana	22	27
18	Lintang Oktafia	28	27
19	Muhammad Arif Maulana	26	28
20	Nada Igamawati	23	27
21	Novi Andari	27	27
22	Puput Ida Wijayanti	-	-
23	Putri Krisna Murti	28	30
24	Ricki Andi Saputro	25	27
25	Rizki Kustya Rini	28	28
26	Saka Panji Pratama	21	23
27	Siti Rohmawati	23	28
28	Ummi Maisaroh	23	27
29	Vianny Nur Juandry	23	28
30	Welin Devitasari	25	28
31	Yuwanita Bardana	23	28
32	Bhastian Geraldi P.	28	26
Mean		25.03	26.90

SPEAKING TEST RELIABILITY (Inter-Rater Reliability)

Correlations

		1 st Assessor	2 nd Assessor
1 st Assessor	Pearson Correlation	1	.779**
	Sig. (2-tailed)		.000
	N	96	96
2 nd Assessor	Pearson Correlation	.779**	1
	Sig. (2-tailed)	.000	
	N	96	96

** . Correlation is significant at the 0.01 level (2-tailed).

The reliability coefficient is 0.799

Based on the Kappa statistic, the result of test reliability is substantial, because it is in the range of 0.61-0.80

The Landis and Koch Kappa benchmark

Kappa Statistic	Strength of Agreement
<0.00	Poor
0.00-0.20	Slight
0.21-0.40	Fair
0.41-0.60	Moderate
0.61-0.80	Substantial
0.81-1.00	Almost Perfect

Taken from:

El Emam, K. 1998. *Benchmarking Kappa for Software Process Assessment Reliability Studies*. International Software Engineering Research Network Technical Report ISERN-98-02.
<http://faculty.ksu.edu.sa/ghazy/Documents/Emp%20SWE%2099/Benchmarking%20Kappa-%20Interrater%20Agreement%20in%20Software%20Process.pdf>
 Retrieved on July 9, 2013.

7

COURSE GRID

COURSE GRID

Title:

Improving the Speaking Skills of Grade VIII Students of SMP N 1 Semanu in the Academic Year of 2012/2013 through Guessing Games

Standard of Competence:

9. Express several meanings in the simple transactional and interpersonal conversations using several kinds of simple spoken language accurately, fluently and appropriately to interact with the closest community.

Basic Competence:

- 9.1. Express several meanings in the simple transactional and interpersonal conversations using several kinds of simple spoken language accurately, fluently and appropriately to interact with the closest community in the form of asking for, giving and refusing help; asking for, giving and refusing things; asking for, giving and denying information; asking for, giving and refusing opinion; offering, accepting and refusing something.

CYCLE 1

Meeting	Indicators	Topic	Method	Teaching and Learning Activities	Language Functions	Time Allocation	Source/ Media
1	The students are able to: <ul style="list-style-type: none"> • Ask for someone's help • Offer help for someone • Give positive respond to someone's help 	Occupation	PPP	<ul style="list-style-type: none"> • The students present some conversations and pay attention to the teacher's explanation about some expressions used. • The students work in pairs. • The students make a conversation using the expressions based on the clues given. • The students act their 	<ul style="list-style-type: none"> • Asking for help • Offering help 	2 x 40 minutes	Classroom English, English on Sky 2, Handout Cards

				conversation before the class. • The students play the guessing games in a group of 8.			
2	The students are able to: • Ask for things • Giving things to someone	Stationery	PPP	• The students present some conversations and pay attention to the teacher's explanation about some expressions used. • The students work in pairs. • The students make a conversation using the expressions based on the clues given. • The students act their conversation before the class. • The students play the guessing games in a group of 8.	• Asking for things • Giving things	2 x 40 minutes	Classroom English, English on Sky 2, Handout Cards

CYCLE 2

Meeting	Indicators	Topic	Method	Teaching and Learning Activities	Language Functions	Time Allocation	Source/ Media
3	The students are able to: • Ask for someone's opinion • Giving opinion	Tourist resorts	PPP	• The students present some conversations and pay attention to the teacher's explanation about some expressions used. • The students work in pairs. • The students make a	• Asking for opinion • Giving opinion	2 x 40 minutes	Classroom English, English on Sky 2, Handout Cards Laptop

				<p>conversation using the expressions based on the clues given.</p> <ul style="list-style-type: none"> • The students act their conversation before the class. • The students play the guessing games in a group of 4. 			LCD
4	<p>The students are able to:</p> <ul style="list-style-type: none"> • Ask for information • Giving information 	Favorite artists	PPP	<ul style="list-style-type: none"> • The students present some conversations and pay attention to the teacher's explanation about some expressions used. • The students work in pairs. • The students make a conversation using the expressions based on the clues given. • The students act their conversation before the class. • The students play the guessing games in pairs. 	<ul style="list-style-type: none"> • Asking for information • Giving information 	2 x 40 minutes	Classroom English, English on Sky 2, Handout Cards Laptop LCD

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LESSON PLANS AND HANDOUTS

LESSON PLAN

School	: SMP N 1 Semanu
Subject	: English
Skill	: Speaking
Topic	: Occupation
Class/Semester	: VIII/2
Time Allocation	: 2 x 40 minutes

A. Standard of Competence

9. Express several meanings in the simple short spoken transactional and interpersonal conversations to interact with the nearest community.

B. Basic Competence

- 9.1. Express several meanings in the simple short spoken transactional and interpersonal conversations clearly, fluently, and appropriately to interact with the nearest community in the form of asking for and offering help.

C. Indicators

The students are able to:

1. ask for and offer help clearly, fluently, and appropriately
2. give positive responses to the expressions of asking for and offering help clearly, fluently, and appropriately
3. try to guess the occupation based on what should they do to help somebody

D. Teaching and Learning Aims

In the end of the lesson, the students are expected to be able to:

1. ask for and offer help clearly, fluently, and appropriately
2. give positive responses to the expressions of asking for and offering help clearly, fluently, and appropriately
3. try to guess the occupation based on what should they do to help somebody

E. Teaching and Learning Media

1. Whiteboard and Board Marker
2. Students' Work Sheet
3. Cards

F. Teaching and Learning Method

PPP (Presentation, Practice, Production)

G. Teaching and Learning Procedure

1. Opening (10 minutes)
 - a. Greeting and calling the roll

- b. Mentioning the materials and the teaching and learning aims
- c. Doing apperception
- 2. Main Activities
 - a. Presentation (10 minutes)
 - 1) The students monitored by the teacher present some conversations containing expressions of asking for and offering help.
 - 2) The students pay attention to the presentation.
 - 3) The students pay attention to the explanation about some expressions used in the conversations and how to give positive responses to them.
 - b. Practice (20 minutes)
 - 1) The students pronounce some words found in the conversations by repeating the words after the teacher.
 - 2) The students work in pairs and make conversations containing expressions of asking for and offering help based on the clues given.
 - 3) The students ask some questions when they do not understand well.
 - 4) The students may open the dictionary to help them.
 - 5) The students act the conversations out before the class without text.
 - c. Production (30 minutes)
 - 1) The students prepare their selves to play guessing games monitored by the teacher.
 - 2) The students make a group of 8.
 - 3) The students play guessing games using the expressions of asking for and offering help by guessing somebody's occupation based on what should they do to help them.
- 3. Closing (10 minutes)
 - a. Reviewing all materials together
 - b. Previewing the next materials
 - c. Motivating the students and saying goodbye

H. Assessment

Teacher's observation

I. References

- Blundell, J. et. al. 1982. *Functions in English*. New York: Oxford University Press.
- BSNP. 2006. *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah: Standar Kompetensi dan Kompetensi Dasar SMP/MTs*. Jakarta: BSNP.

ASKING FOR AND OFFERING HELP



TASK 1

Pay attention to the following conversations.

Conversation 1

Andy : Can you help me, please?
 Bob : Sure. What can I do for you?
 Andy : Please put these books in the library.
 Bob : Okay. Do you work here?
 Andy : Yes, I work in this school.
 Bob : Are you a teacher?
 Andy : No. I'm not.
 Bob : Are you a librarian?
 Andy : Yes, I'm.

Conversation 2

Tom : Can I help you?
 Gerry : Thank you. Please take that book for me. I can't reach it.
 Tom : Here you are. Are you a librarian?
 Gerry : No, I'm not. I study in this university.
 Tom : Are you a student?
 Gerry : Yes, I'm.



TASK 2

Pay attention to the conversations in the Task 1 again.

In those conversations, we find some expressions like:

- *Can you help me, please?*
- *Can I help you?*
- *Sure.*
- *Thank you.*

Those expressions are used to ask for and offer someone's help and give positive response to them. Pay attention to the table below.

Asking for Help	Offering Help	Positive Responses
<ul style="list-style-type: none"> • Would you like to help me? • Can you help me, please? • Help me, please. • Please 	<ul style="list-style-type: none"> • Can I help you? • Need some help, Hans? • What can I do to help you? • Let me help you? • Can I help out? 	<ul style="list-style-type: none"> • Sure • Of course • Certainly • OK • Thank you • Thanks • Yes, please.



TASK 3

Listen to your teacher and repeat after him/her to pronounce the following words.

help	☯ ☵ ☶ ♀ ● □ ❄
librarian	☯ ● ☪ 🖐️ ⚡ ♂ □ ♀ ★ □ 🖐️ ★ ■ ❄
library	☯ ⚡ ● ☪ 🖐️ ♂ □ ♀ □ ✎ ❄
please	☯ □ ● ✎ □ ❄
reach	☯ □ ✎ □ ♦ ● ❄
student	☯ ⚡ ♦ ✎ ♦ □ ☰ ★ ■ ♦ ❄
sure	☯ ♦ ✎ ★ ❄
teacher	☯ ⚡ ♦ ✎ □ ♦ ● ★ ❄
thank you	☯ ⚡ ❄ ➦ & ℘ ✎ ♦ □ ❄
university	☯ ✎ ♦ □ ■ 🖐️ ⚡ ♦ □ ♦ 🖐️ ♦ ✎ ❄



TASK 4

Work in pairs. Make conversations based on the clues given and act them out in front of the class without text.

Conversation 1

Student A (nurse)	Student B
<ul style="list-style-type: none"> Ask for student B's help. Ask student B to put some medicines in the drugstore. Answer the student B's question Answer the student B's question Answer the student B's question 	<ul style="list-style-type: none"> Give positive response Ask student A whether he/she works in this hospital. Ask student A whether he/she is a doctor. Ask student A whether he/she is a nurse.

Conversation 2

Student A	Student B (book seller)
<ul style="list-style-type: none"> Offering help to the student B Ask student B whether he/she works in this book store. Ask student B whether he/she is a book seller. 	<ul style="list-style-type: none"> Give positive response and ask the student A to arrange some books in the rack Answer the student A' question. Answer the student A' question.

GUESSING GAME

Type of the game	: Guessing games (in a group of 8)
Topic	: Occupation
Language function	: Asking for and offering help
Preparation	: We need cards and students worksheet

Procedure

1. One of the students comes in front of the class and takes a card randomly. In the card, there is a kind of occupation that should be guess by other students in his/her group.
2. The student in front of the class asks for other students' help or is offered some helps by the other students in his/her group.
3. The other students give positive response to him/her.
4. The student in front of the class asks other students in his/her group to do something.
5. The students in his/her group guess the occupation stated in the card based on what should they do to help him/her.
6. The student in front of the class answers the other students' questions or guesses by saying yes or no until the occupation stated is guessed.

OCCUPATION

- barber
- doctor
- soldier
- tailor
- post man
- chef
- football player
- waitress
- driver
- head master
- manager
- photographer
- carpenter
- electrician
- fisherman
- pilot

CARDS

<p style="text-align: center;">SOLDIER</p> <ul style="list-style-type: none"> • Ask for your friends' help • Ask your friends to prepare some guns in the bag 	<p style="text-align: center;">TAILOR</p> <ul style="list-style-type: none"> • Ask for your friends' help • Ask your friends to take some buttons, white thread, and some needles near the sewing machine
<p style="text-align: center;">POST MAN</p> <ul style="list-style-type: none"> • Ask for your friends' help • Ask your friends to take some postage stamps and bring some mails 	<p style="text-align: center;">CHEF</p> <ul style="list-style-type: none"> • Ask for your friends' help • Ask your friends to take some onions, garlic, and chilies in the kitchen
<p style="text-align: center;">FOOTBALL PLAYER</p> <ul style="list-style-type: none"> • Ask for your friends' help • Ask your friends to bring some footballs to the storehouse 	<p style="text-align: center;">WAITRESS</p> <ul style="list-style-type: none"> • Ask for your friends' help • Ask your friends to deliver some foods and drinks to the costumer in table 34
<p style="text-align: center;">BARBER</p> <ul style="list-style-type: none"> • Ask for your friends' help • Ask your friends to put the scissors and hair dryer in the table 	<p style="text-align: center;">DOCTOR</p> <ul style="list-style-type: none"> • Ask for your friends' help • Ask your friends to deliver some medicines to the room 203
<p style="text-align: center;">DRIVER</p> <ul style="list-style-type: none"> • Give positive response to your friends' help • Ask your friends to give command to park the car 	<p style="text-align: center;">HEAD MASTER</p> <ul style="list-style-type: none"> • Give positive response to your friends' help • Ask your friends to tell Mr. Cahyo to come to your room
<p style="text-align: center;">MANAGER</p> <ul style="list-style-type: none"> • Give positive response to your friends' help • Ask your friends to tell all administration staff to go to the meeting room 	<p style="text-align: center;">PHOTOGRAPHER</p> <ul style="list-style-type: none"> • Give positive response to your friends' help • Ask your friends to take your camera in the bag
<p style="text-align: center;">CARPENTER</p> <ul style="list-style-type: none"> • Give positive response to your friends' help • Ask your friends to take some nails, bolts, and pliers in the garage 	<p style="text-align: center;">ELECTRICIAN</p> <ul style="list-style-type: none"> • Give positive response to your friends' help • Ask your friends to take some cables, lamp bulbs, and screwdriver in the box
<p style="text-align: center;">FISHERMAN</p> <ul style="list-style-type: none"> • Give positive response to your friends' help • Ask your friends to take some fish, casting nets, and fish hooks in the boat 	<p style="text-align: center;">PILOT</p> <ul style="list-style-type: none"> • Give positive response to your friends' help • Ask your friends to tell the passengers to wear their seat belts.

References

- Bima, B. M and Kurniawati, C. 2005. *Let's Talk: For Junior High School Grade VIII*. Bandung: Pakar Raya
- Blundell, J. et. al. 1982. *Functions in English*. New York: Oxford University Press.
- Lewis, G. and Bedson, G. 1999. *Games for Children*. New York: Oxford University Press.
- Wardiman, A. et. al. 2008. *English in Focus: for Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Wright, A. et. al. 2006. *Games for Language Learning 3rd Ed.* Cambridge: Cambridge University Press.

LESSON PLAN

School	: SMP N 1 Semanu
Subject	: English
Skill	: Speaking
Topic	: Stationery
Class/Semester	: VIII/2
Time Allocation	: 2 x 40 minutes

A. Standard of Competence

9. Express several meanings in the simple short spoken transactional and interpersonal conversations to interact with the nearest community.

B. Basic Competence

- 9.1. Express several meanings in the simple short spoken transactional and interpersonal conversations clearly, fluently, and appropriately to interact with the nearest community in the form of asking for and giving things.

C. Indicators

The students are able to:

1. ask for things clearly, fluently, and appropriately
2. give things clearly, fluently, and appropriately
3. try to guess the stationery based on their functions and characteristics

D. Teaching and Learning Aims

In the end of the lesson, the students are expected to be able to:

1. ask for things clearly, fluently, and appropriately
2. give things clearly, fluently, and appropriately
3. try to guess the stationary based on their functions and characteristics

E. Teaching and Learning Media

1. Whiteboard and Board Marker
2. Students' Work Sheet
3. Cards

F. Teaching and Learning Method

PPP (Presentation, Practice, Production)

G. Teaching and Learning Procedure

1. Opening (10 minutes)
 - a. Greeting and calling the roll
 - b. Mentioning the materials and the teaching and learning aims
 - c. Doing apperception
2. Main Activities
 - a. Presentation (10 minutes)

- 1) The students monitored by the teacher present some conversations containing expressions of asking for and giving things.
- 2) The students pay attention to the presentation.
- 3) The students pay attention to the explanation about some expressions used in the conversations.
- b. Practice (20 minutes)
 - 1) The students pronounce some words found in the conversations by repeating the words after the teacher.
 - 2) The students work in pairs and make conversations containing expressions of asking for and giving things based on the clues given.
 - 3) The students ask some questions when they do not understand well.
 - 4) The students may open the dictionary to help them.
 - 5) The students act the conversations out before the class without text.
- c. Production (30 minutes)
 - 1) The students prepare their selves to play guessing games monitored by the teacher.
 - 2) The students make a group of 8.
 - 3) The students play guessing games using the expressions of asking for and giving things by guessing the stationery stated based on their functions and characteristics.
3. Closing (10 minutes)
 - a. Reviewing all materials together
 - b. Previewing the next materials
 - c. Motivating the students and saying goodbye

H. Assessment

Teacher's observation

I. References

Blundell, J. et. al. 1982. *Functions in English*. New York: Oxford University Press.

BSNP. 2006. *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah: Standar Kompetensi dan Kompetensi Dasar SMP/MTs*. Jakarta: BSNP.

ASKING FOR AND GIVING THINGS



TASK 1

Pay attention to the following conversations.

Conversation 1

Tina : Can you pass me that thing?
 Sony : Sure. Which one do you want?
 Tina : I need that thing to make a line.
 Sony : Do you need a pen?
 Tina : No, I don't. I need the long one.
 Sony : Do you need a ruler?
 Tina : Yes, I do.
 Sony : Well. Here you are.
 Tina : Thank you.

Conversation 2

Dini : Would you like to take that thing for me?
 Tono : Of course. Which one do you need?
 Dini : I need that thing to do my English assignments.
 Tono : Do you need an English book?
 Dini : No. I don't. I need a thing to find the meaning of some English words.
 Tono : Do you need a dictionary?
 Dini : Yes, I do.
 Tono : Okay. It's for you.
 Dini : Thanks



TASK 2

Pay attention to the conversations in the Task 1 again.

In those conversations, we find some expressions like:

- *Can you pass me that thing?*
- *Would you like to take that thing for me?*
- *Well. Here you are.*
- *Okay. It's for you.*

Those expressions are used to ask for and give things. Pay attention to the table below.

Asking for Things	Giving Things
<ul style="list-style-type: none"> • Can you give me ...? • Could you pass me ...? • Would you like to take ... for me? • Take ... for me, please. • Tina, pass me 	<ul style="list-style-type: none"> • Well. Here you are. • Okay. It's for you. • Sure. This is for you.



TASK 3

Listen to your teacher and repeat after him/her to pronounce the following words.

assignment	☺ ★ ↗ ◊ ☞ ✎ ◻ ○ ★ ■ ◆ ❄
dictionary	☺ ↗ ☹ ✎ & ☹ ★ ■ ◻ ✎ ❄
line	☺ ● ☞ ✎ ■ ❄
meaning	☺ ↗ ○ ✎ ◻ ✎ ✎ ❄
pass	☺ ◻ ✎ ◻ ❄
pen	☺ ◻ ✎ ■ ❄
ruler	☺ ↗ ◻ ◆ ◻ ● ★ ❄
take	☺ ◆ ✎ ✎ & ❄
thing	☺ ❄ ✎ ✎ ❄
word	☺ ◆ ★ ◻ ☹ ❄



TASK 4

Work in pairs. Make conversations based on the clues given and act them out in front of the class without text.

Conversation 1

Student A (globe)	Student B
<ul style="list-style-type: none"> Ask for things to student B Explain to the student B that you need a thing to find the location of some countries in the world Answer the student B's question Answer the student B's question 	<ul style="list-style-type: none"> Give positive response to student A and ask which thing does the student A needs Ask the student A whether he/she needs a map. Ask the student A whether he/she needs a globe.

Conversation 2

Student A (chalk)	Student B
<ul style="list-style-type: none"> Ask for things to student B Explain to the student B that you need a thing to write something in the board Answer the student B's question Answer the student B's question 	<ul style="list-style-type: none"> Give positive response to student A and ask which thing does the student A needs Ask the student A whether he/she needs a board marker. Ask the student A whether he/she needs a chalk.

GUESSING GAME

Type of the game	: Guessing games (in a group of 8)
Topic	: Stationery
Language function	: Asking for and giving things
Preparation	: We need cards and students worksheet

Procedure

1. One of the students from a group comes in front of the class and takes a card randomly. In the card, there is stationery that should be guess by other students in his/her group.
2. The student in front of the class asks for things to other students in his/her group.
3. The other students in his/her group give positive response to him/her. Then, they ask which thing that the student in front of the class needs.
4. The student in front of the class mentions the use and/or characteristics of the thing he/she needs.
5. The other students in his/her group guess the thing stated in the card based on its function or characteristics.
6. The student in front of the class answers the other students' questions or guesses by saying yes or no until the thing stated is guessed.

STATIONERY

- book
- pencil
- pen
- ruler
- chalk
- eraser
- board marker
- ink
- drawing book
- map
- sharpener
- glue
- paper clip
- rubber
- correction pen
- cutter

CARDS

BOOK	PENCIL
<ul style="list-style-type: none"> • Ask for thing to your friends • Tell your friends that you need a thing to do your homework 	<ul style="list-style-type: none"> • Ask for thing to your friends • Tell your friends that you need a thing to write something in a paper
PEN	RULER
<ul style="list-style-type: none"> • Ask for thing to your friends • Tell your friends that you need a thing to write something in a paper 	<ul style="list-style-type: none"> • Ask for thing to your friends • Tell your friends that you need a thing to draw a long line
CHALK	ERASER
<ul style="list-style-type: none"> • Ask for thing to your friends • Tell your friends that you need a thing to write something in the blackboard 	<ul style="list-style-type: none"> • Ask for thing to your friends • Tell your friends that you need a thing to erase your pencil writing
BOARD MARKER	INK
<ul style="list-style-type: none"> • Ask for thing to your friends • Tell your friends that you need a thing to write something in the whiteboard 	<ul style="list-style-type: none"> • Ask for thing to your friends • Tell your friends that you need a thing to fill the board marker
DRAWING BOOK	MAP
<ul style="list-style-type: none"> • Ask for thing to your friends • Tell your friends that you need a thing to draw something 	<ul style="list-style-type: none"> • Ask for thing to your friends • Tell your friends that you need a thing to find a location in Indonesia
SHARPENER	GLUE
<ul style="list-style-type: none"> • Ask for thing to your friends • Tell your friends that you need a thing to sharpen your pencil 	<ul style="list-style-type: none"> • Ask for thing to your friends • Tell your friends that you need a thing to glue a picture on the book
PAPER CLIP	RUBBER
<ul style="list-style-type: none"> • Ask for thing to your friends • Tell your friends that you need a thing to clip some papers into one 	<ul style="list-style-type: none"> • Ask for thing to your friends • Tell your friends that you need a thing to clean the whiteboard
CORRECTION PEN	CUTTER
<ul style="list-style-type: none"> • Ask for thing to your friends • Tell your friends that you need a thing to erase your writing 	<ul style="list-style-type: none"> • Ask for thing to your friends • Tell your friends that you need a thing to cut the paper into four parts

References

- Bima, B. M and Kurniawati, C. 2005. *Let's Talk: For Junior High School Grade VIII*. Bandung: Pakar Raya
- Blundell, J. et. al. 1982. *Functions in English*. New York: Oxford University Press.
- Lewis, G. and Bedson, G. 1999. *Games for Children*. New York: Oxford University Press.
- Wardiman, A. et. al. 2008. *English in Focus: for Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Wright, A. et. al. 2006. *Games for Language Learning 3rd Ed.* Cambridge: Cambridge University Press.

LESSON PLAN

School	: SMP N 1 Semanu
Subject	: English
Skill	: Speaking
Topic	: Tourist Resorts
Class/Semester	: VIII/2
Time Allocation	: 2 x 40 minutes

A. Standard of Competence

9. Express several meanings in the simple short spoken transactional and interpersonal conversations to interact with the nearest community.

B. Basic Competence

- 9.1. Express several meanings in the simple short spoken transactional and interpersonal conversations clearly, fluently, and appropriately to interact with the nearest community in the form of asking for and giving opinions.

C. Indicators

The students are able to:

1. ask for opinion clearly, fluently, and appropriately
2. give opinion clearly, fluently, and appropriately
3. try to guess the tourist resorts stated based on its characteristics

D. Teaching and Learning Aims

In the end of the lesson, the students are expected to be able to:

1. ask for opinion clearly, fluently, and appropriately
2. give opinion clearly, fluently, and appropriately
3. try to guess the tourist resorts stated based on its characteristics

E. Teaching and Learning Media

1. Whiteboard and Board Marker
2. Laptop and LCD
3. Students' Work Sheet
4. Cards

F. Teaching and Learning Method

PPP (Presentation, Practice, Production)

G. Teaching and Learning Procedure

1. Opening (10 minutes)
 - a. Greeting and calling the roll
 - b. Mentioning the materials and the teaching and learning aims
 - c. Doing apperception
2. Main Activities

- a. Presentation (10 minutes)
 - 1) The students monitored by the teacher present some conversations containing expressions of asking for and giving opinions.
 - 2) The students pay attention to the presentation.
 - 3) The students pay attention to the explanation about some expressions used in the conversations.
- b. Practice (20 minutes)
 - 1) The students pronounce some words found in the conversations by repeating the words after the teacher.
 - 2) The students work in pairs and make conversations containing expressions of asking for and giving opinions based on the clues given.
 - 3) The students ask some questions when they do not understand well.
 - 4) The students may open the dictionary to help them.
 - 5) The students act the conversations out before the class without text.
- c. Production (30 minutes)
 - 1) The students prepare their selves to play guessing games monitored by the teacher.
 - 2) The students make a group of 4.
 - 3) The students play guessing games using the expressions of asking for and giving opinions by guessing the tourist resorts stated based on their functions and characteristics.
3. Closing (10 minutes)
 - a. Reviewing all materials together
 - b. Previewing the next materials
 - c. Motivating the students and saying goodbye

H. Assessment

Teacher's observation

I. References

- Blundell, J. et. al. 1982. *Functions in English*. New York: Oxford University Press.
- BSNP. 2006. *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah: Standar Kompetensi dan Kompetensi Dasar SMP/MTs*. Jakarta: BSNP.

ASKING FOR AND GIVING OPINION



TASK 1

Pay attention to the following conversations.

Conversation 1

- Dina : What do you think about that place?
 Dion : I think it's one of the beautiful beaches in Bali
 Dina : Is that Kuta Beach?
 Dion : No, it isn't.
 Dina : Is that Nusa Dua Beach?
 Dion : Yes, it is.

Conversation 2

- Lina : What's your opinion of that place?
 Budi : In my opinion, it's a great beautiful temple.
 Lina : Is that Prambanan Temple?
 Budi : No, it isn't. It's located in Magelang.
 Lina : Is that Borobudur Temple?
 Budi : Yes, it is.



TASK 2

Pay attention to the conversations in the Task 1 again.

In those conversations, we find some expressions like:

- *What do you think about that place?*
- *What's your opinion of that place?*
- *I think it's one of the beautiful beaches in Bali.*
- *In my opinion, it's a great beautiful temple.*

Those expressions are used to ask for and give opinion about something. Pay attention to the table below.

Asking for Opinion	Giving Opinion
<ul style="list-style-type: none"> • What do you thing about ...? • What's your opinion of ...? • What's your view about ...? • What's your feeling about ...? 	<ul style="list-style-type: none"> • I think • In my opinion, • It seems to me that ... • I feel that



TASK 3

Listen to your teacher and repeat after him/her to pronounce the following words.

beach	☯🏖️⬛💧❄️
beautiful	☯👉🌊er⬛⬛👐✂️†●❄️
great	☯🎮□ᄇ👐♦️❄️
located	☯●★†👉&ᄇ👐♦️ᄇ↗️❄️
opinion	☯★👉□👐■er★■❄️
place	☯□●ᄇ👐♦️❄️
temple	☯👉♦️ᄇ○□●❄️
that	☯👈➡️♦️❄️
think	☯❄️👐💀&❄️
what	☯♦️①♦️❄️



TASK 4

Work in pairs. Make conversations based on the clues given and act them out in front of the class without text.

Conversation 1

Student A	Student B (Baron Beach)
<ul style="list-style-type: none"> Asks for opinion about a place to student B Asks student B whether that place is Sundak Beach Asks student B whether that place is Baron Beach 	<ul style="list-style-type: none"> Gives opinion about a place to student A (says that it's one of the beautiful beaches in Gunungkidul) Answers student A's question Answers student A's question

Conversation 2

Student A	Student B (Ragunan Zoo)
<ul style="list-style-type: none"> Asks for opinion about a place to student B Asks student B whether that place is Gembira Loka Zoo Asks student B whether that place is Ragunan Zoo 	<ul style="list-style-type: none"> Gives opinion about a place to student A (says that it's one of the famous zoo in Indonesia) Answers student A's question (says that it's located in Jakarta) Answers student A's question

GUESSING GAME

Type of the game : Guessing game (in a group of 4)
 Topic : Tourist Resorts
 Language function : Asking for and Giving Opinion
 Preparation : We need cards and students worksheet

Procedure

1. One of the students from a group stands up and takes a card randomly. In the card, there are tourist resorts that should be guess by other students in his/her group.
2. The students in his/her group ask for opinion about a place to the student who stands up.
3. The student who stands up gives opinion about that place mentioned in the card.
4. The other students in his/her group guess the place stated in the card based on his/her friend's opinion.
5. The student who stands up answers the other students' questions or guesses by saying yes or no until the place stated is guessed.

TOURIST RESORTS

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> • Borobudur Temple • Baron Beach • Gembira Loka Zoo • Kuta Beach • Prambanan Temple • Ragunan Zoo • Parangtritis Beach • Nusa Dua Beach | <ul style="list-style-type: none"> • Garuda Wisnu Kencana (GWK) • Malioboro • Mount Merapi • Mount Merbabu • Mount Tankuban Perahu • Sundak Beach • Toba Lake • Yogya Kembali Museum | <ul style="list-style-type: none"> • Taman Mini Indonesia Indah (TMII) • Kerinci Lake • Wediombo Beach • Geologi Museum • Kukup Beach • Samas Beach • Mount Bromo • Konferensi Asia Afrika (KAA) Museum |
|--|--|---|

CARDS

BOROBUDUR TEMPLE <ul style="list-style-type: none"> You think that it's one of the large temples in Indonesia 	BARON BEACH <ul style="list-style-type: none"> You think that it's one of the beautiful beaches in Gunungkidul
GEMBIRA LOKA ZOO <ul style="list-style-type: none"> You think that it's a great zoo in Indonesia 	KUTA BEACH <ul style="list-style-type: none"> You think that it's one of the beautiful beaches in Bali
PRAMBANAN TEMPLE <ul style="list-style-type: none"> You think that it's one of the large temples in Indonesia 	RAGUNAN ZOO <ul style="list-style-type: none"> You think that it's a great zoo in Indonesia
PARANGTRITIS BEACH <ul style="list-style-type: none"> You think that it's one of the beautiful beaches in Yogyakarta 	NUSA DUA BEACH <ul style="list-style-type: none"> You think that it's one of the beautiful beaches in Bali
GARUDA WISNU KENCANA (GWK) <ul style="list-style-type: none"> You think that it's one of the beautiful places in Bali 	MALIOBORO <ul style="list-style-type: none"> You think that it's one of the beautiful places in Yogyakarta
MOUNT MERAPI <ul style="list-style-type: none"> You think that it's one of the famous mountains in Indonesia 	MOUNT MERBABU <ul style="list-style-type: none"> You think that it's one of the famous mountains in Indonesia
MOUNT TANKUBAN PERAHU <ul style="list-style-type: none"> You think that it's one of the famous mountains in Indonesia 	SUNDAK BEACH <ul style="list-style-type: none"> You think that it's one of the beautiful beaches in Gunungkidul
TOBA LAKE <ul style="list-style-type: none"> You think that it's one of the big lakes in Indonesia 	YOGYA KEMBALI MUSEUM <ul style="list-style-type: none"> You think that it's a great museum in Yogyakarta
TAMAN MINI INDONESIA INDAH (TMII) <ul style="list-style-type: none"> You think that it's one of the beautiful places in Jakarta 	KERINCI LAKE <ul style="list-style-type: none"> You think that it's one of the big lakes in Indonesia
WEDIOMBO BEACH <ul style="list-style-type: none"> You think that it's one of the beautiful beaches in Gunungkidul 	GEOLOGI MUSEUM <ul style="list-style-type: none"> You think that it's a great museum in Bandung
KUKUP BEACH <ul style="list-style-type: none"> You think that it's one of the beautiful beaches in Gunungkidul 	SAMAS BEACH <ul style="list-style-type: none"> You think that it's one of the beautiful beaches in Yogyakarta
MOUNT BROMO <ul style="list-style-type: none"> You think that it's one of the famous mountains in Indonesia 	KONFERENSI ASIA AFRIKA (KAA) MUSEUM <ul style="list-style-type: none"> You think that it's a great museum in Bandung

References

- Bima, B. M and Kurniawati, C. 2005. *Let's Talk: For Junior High School Grade VIII*. Bandung: Pakar Raya
- Blundell, J. et. al. 1982. *Functions in English*. New York: Oxford University Press.
- Lewis, G. and Bedson, G. 1999. *Games for Children*. New York: Oxford University Press.
- Wardiman, A. et. al. 2008. *English in Focus: for Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Wright, A. et. al. 2006. *Games for Language Learning 3rd Ed*. Cambridge: Cambridge University Press.

ASKING FOR AND GIVING OPINION



TASK 1

Pay attention to the following conversations.

Conversation 1

Dina : What do you think about that place?
Dion : I think it's one of the beautiful beaches in Bali
Dina : Is that Kuta Beach?
Dion : No, it isn't.
Dina : Is that Nusa Dua Beach?
Dion : Yes, it is.



Conversation 2

Lina : What's your opinion of that place?
Budi : In my opinion, it's a great beautiful temple.
Lina : Is that Prambanan Temple?
Budi : No, it isn't. It's located in Magelang.
Lina : Is that Borobudur Temple?
Budi : Yes, it is.



Asking for Opinion

- What do you think about ...?
- What's your opinion of ...?
- What's your view about ...?
- What's your feeling about ...?


Giving Opinion

- I think
- In my opinion,
- It seems to me that ...
- I feel that



TASK 3

Listen to your teacher and repeat after him/her to pronounce the following words.


beach		[bi:tS]
beautiful		[Ébju:ùtÍfUl]
great		[greIt]
located		[l«UÉkelted]
opinion		[«Éplnj«n]
place		[pléIs]
temple		[Étempl]
that		[DQt]
think		[TINK]
what		[w t]

TASK 4

Work in pairs. Make conversations based on the clues given and act them out in front of the class without text.

Student A	Student B (Baron Beach)
<ul style="list-style-type: none"> • Asks for opinion about a place to student B • Asks student B whether that place is Sundak Beach • Asks student B whether that place is Baron Beach 	<ul style="list-style-type: none"> • Gives opinion about a place to student A (says that it's one of the beautiful beaches in Gunungkidul) • Answers student A's question • Answers student A's question

Student A	Student B (Ragunan Zoo)
<ul style="list-style-type: none"> Asks for opinion about a place to student B Asks student B whether that place is Gembira Loka Zoo Asks student B whether that place is Ragunan Zoo 	<ul style="list-style-type: none"> Gives opinion about a place to student A (says that it's one of the famous zoo in Indonesia) Answers student A's question (says that it's located in Jakarta) Answers student A's question



TOURIST RESORTS

• Borobudur Temple	• Garuda Wisnu Kencana (GWK)	• Taman Mini Indonesia Indah (TMII)
• Baron Beach	• Malioboro	• Kerinci Lake
• Gembira Loka Zoo	• Mount Merapi	• Wediombo Beach
• Kuta Beach	• Mount Merbabu	• Geologi Museum
• Prambanan Temple	• Mount Tankuban Perahu	• Kukup Beach
• Ragunan Zoo	• Sundak Beach	• Samas Beach
• Parangtritis Beach	• Toba Lake	• Mount Bromo
• Nusa Dua Beach	• Yogya Kembali Museum	• Konferensi Asia Afrika (KAA) Museum



LESSON PLAN

School	: SMP N 1 Semanu
Subject	: English
Skill	: Speaking
Topic	: Favorite Artists
Class/Semester	: VIII/2
Time Allocation	: 2 x 40 minutes

A. Standard of Competence

9. Express several meanings in the simple short spoken transactional and interpersonal conversations to interact with the nearest community.

B. Basic Competence

- 9.1. Express several meanings in the simple short spoken transactional and interpersonal conversations clearly, fluently, and appropriately to interact with the nearest community in the form of asking for and giving information.

C. Indicators

The students are able to:

1. ask for information clearly, fluently, and appropriately
2. give information clearly, fluently, and appropriately
3. try to guess the favorite artists stated based on the information given

D. Teaching and Learning Aims

In the end of the lesson, the students are expected to be able to:

1. ask for information clearly, fluently, and appropriately
2. give information clearly, fluently, and appropriately
3. try to guess the favorite artists stated based on the information given

4. Teaching and Learning Media

1. Whiteboard and Board Marker
2. Laptop and LCD
3. Students' Work Sheet
4. Cards

5. Teaching and Learning Method

PPP (Presentation, Practice, Production)

6. Teaching and Learning Procedure

1. Opening (10 minutes)
 - a. Greeting and calling the roll
 - b. Mentioning the materials and the teaching and learning aims
 - c. Doing apperception
2. Main Activities

- a. Presentation (10 minutes)
 - 1) The students monitored by the teacher present some conversations containing expressions of asking for and giving information.
 - 2) The students pay attention to the presentation.
 - 3) The students pay attention to the explanation about some expressions used in the conversations.
- b. Practice (20 minutes)
 - 1) The students pronounce some words found in the conversations by repeating the words after the teacher.
 - 2) The students work in pairs and make conversations containing expressions of asking for and giving information based on the clues given.
 - 3) The students ask some questions when they do not understand well.
 - 4) The students may open the dictionary to help them.
 - 5) The students act the conversations out before the class without text.
- c. Production (30 minutes)
 - 1) The students prepare their selves to play guessing games monitored by the teacher.
 - 2) The students work in pairs.
 - 3) The students play guessing games using the expressions of asking for and giving information by guessing the favorite artists stated based on the information given.
3. Closing (10 minutes)
 - a. Reviewing all materials together
 - b. Previewing the next materials
 - c. Motivating the students and saying goodbye

7. Assessment

Teacher's observation

8. References

Blundell, J. et. al. 1982. *Functions in English*. New York: Oxford University Press.

BSNP. 2006. *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah: Standar Kompetensi dan Kompetensi Dasar SMP/MTs*. Jakarta: BSNP.

ASKING FOR AND GIVING INFORMATION



TASK 1

Pay attention to the following conversations.

Conversation 1

- Tini : Could you tell me about that artist, please?
 Tina : Sure. She is my favorite artist. She is a beautiful singer.
 Tini : Is she Krisdayanti?
 Tina : No, she isn't. She sings a song entitled "Aku tak Biasa".
 Tini : Is she Syahrini?
 Tina : Yes, she is.

Conversation 2

- Toni : Can you tell me about that person?
 Tono : Of course. He is a great actor.
 Toni : Is he Tora Sudiro?
 Tono : No, he isn't. He plays in the movie entitled "Ada Apa Dengan Cinta".
 Toni : Is he Nicholas Saputra?
 Tono : Yes, he is.



TASK 2

Pay attention to the conversations in the Task 1 again.

In those conversations, we find some expressions like:

- *Could you tell me about that artist, please?*
- *Can you tell me about that person?*
- *Sure. She is my favorite artist. She is a beautiful singer.*
- *Of course. He is a great actor.*

Those expressions are used to ask for and give information about something. Pay attention to the table below.

Asking for information	Giving information
<ul style="list-style-type: none"> • Could you tell me about that artist, please? • Can you tell me about that person? • I'd like to know, who is he/she? • Any clue about that person? 	<ul style="list-style-type: none"> • Sure. She is my favorite artist. She is a beautiful singer. • Of course. He is a great actor. • He is a football player. • She is a band vocalist.



TASK 3

Listen to your teacher and repeat after him/her to pronounce the following words.

actor	☺ ➡ ✈ & ♦ ★ ❄
artist	☺ ➡ ✋ ◻ ♦ ✋ ♦ ❄
beautiful	☺ ➡ 0 2 ✈ ◻ ♦ ✋ ✈ ✈ ❄
entitled	☺ ✋ ◻ ➡ ♦ 0 ✋ ♦ ● 2 ❄
favorite	☺ ➡ ✈ ✈ ✋ ✋ ◻ ✋ ♦ ❄
great	☺ 2 ◻ ✈ ✋ ♦ ❄
movie	☺ ➡ 0 ♦ ◻ ✋ ✈ ❄
person	☺ ➡ ◻ ★ ◻ ★ ◻ ❄
singer	☺ ➡ ✋ ✋ ✋ ★ ❄
song	☺ ♦ ① ✋ ❄



TASK 4

Work in pairs. Make conversations based on the clues given and act them out in front of the class without text.

Conversation 1

Student A	Student B (Dewi Persik)
<ul style="list-style-type: none"> Asks for information about an artist to student B Asks student B whether she is Iis Dahlia Asks student B whether she is Dewi Persik 	<ul style="list-style-type: none"> Gives information about an artist to student A (says that she is a famous Dangdut singer) Answers student A's question. Says that she is famous in her "Goyang Gergaji" Answers student A's question

Conversation 2

Student A	Student B (Markus Horizon)
<ul style="list-style-type: none"> Asks for information about an artist to student B Asks student B whether he is Bambang Pamungkas Asks student B whether he is Markus Horizon 	<ul style="list-style-type: none"> Gives information about an artist to student A (says that he is a famous football player) Answers student A's question. Says that he is a famous goal keeper Answers student A's question

GUESSING GAME

Type of the game	: Guessing game (in pairs)
Topic	: Favorite Artists
Language function	: Asking for and Giving Information
Preparation	: We need cards and students worksheet

Procedure

1. One of the students takes a card randomly. In the card, there are favorite artists that should be guess by another student.
2. The student asks for information about a favorite artist to the student who takes the card.
3. The student who takes the card gives information about favorite artist in the card.
4. The student guesses the favorite artist in the card based on his/her friend's information.
5. The student who takes the card answers his/her friend's questions or guesses by saying yes or no until the favorite artist is guessed.

FAVORITE ARTISTS

- | | | |
|------------------|---------------------|-------------------|
| • Ariel Noah | • Sule | • Ashanty |
| • Cakra Khan | • Agnes Monica | • Dimas Anggara |
| • Raffi Ahmad | • Bambang Pamungkas | • Vino G. Bastian |
| • Julia Perez | • Denny Sumargo | • Chef Juna |
| • Fatin X-Factor | • Joshua IMB | • Sandra Dewi |
| • Pasha Ungu | • Andre Taulani | • Ayu Ting-Ting |
| • Dewi Persik | • Saskya Gotik | • Bastian CJ |
| • Syahrini | • Irwansyah | • Sandrina IMB |

CARDS









References

- Bima, B. M and Kurniawati, C. 2005. *Let's Talk: For Junior High School Grade VIII*. Bandung: Pakar Raya
- Blundell, J. et. al. 1982. *Functions in English*. New York: Oxford University Press.
- Lewis, G. and Bedson, G. 1999. *Games for Children*. New York: Oxford University Press.
- Wardiman, A. et. al. 2008. *English in Focus: for Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Wright, A. et. al. 2006. *Games for Language Learning 3rd Ed.* Cambridge: Cambridge University Press.

ASKING FOR AND GIVING INFORMATION



Asking for information

- Could you tell me about that artist, please?
- Can you tell me about that person?
- I'd like to know, who is he/she?
- Any clue about that person?

Giving information

- Sure. She is my favorite artist. She is a beautiful singer.
- Of course. He is a great actor.
- He is a football player.
- She is a band vocalist.



TASK 1

PAY ATTENTION TO THE FOLLOWING CONVERSATIONS.

Conversation 1

- Tini : Could you tell me about that artist, please?
- Tina : Sure. She is my favorite artist. She is a beautiful singer.
- Tini : Is she Krisdayanti?
- Tina : No, she isn't. She sings a song entitled "Aku tak Biasa".
- Tini : Is she Syahrini?
- Tina : Yes, she is.



TASK 3

LISTEN TO YOUR TEACHER AND REPEAT AFTER HIM/HER TO PRONOUNCE THE FOLLOWING WORDS.



actor	[ÉQkt«]
artist	[ÉAùtltst]
beautiful	[ÉbjuùtftfU]
entitled	[InÉtaltld]
favorite	[Éfelvrlt]
great	[grélt]
movie	[Émuúvi]
person	[Ép«ùs«n]
singer	[ÉslN«]
song	[s N]

Conversation 2

- Toni : Can you tell me about that person?
- Tono : Of course. He is a great actor.
- Toni : Is he Tora Sudiro?
- Tono : No, he isn't. He plays in the movie entitled "Ada Apa Dengan Cinta".
- Toni : Is he Nicholas Saputra?
- Tono : Yes, he is.





TASK 4

WORK IN PAIRS. MAKE CONVERSATIONS BASED ON THE CLUES GIVEN AND ACT THEM OUT IN FRONT OF THE CLASS WITHOUT TEXT.




Student A	Student B
<ul style="list-style-type: none"> • Asks for information about an artist to student B • Asks student B whether she is Iis Dahlia • Asks student B whether she is Dewi Persik 	<ul style="list-style-type: none"> • Gives information about an artist to student A (says that she is a famous Dangdut singer) • Answers student A's question. Says that she is famous in her "Goyang Gergaji" • Answers student A's question



Student A	Student B
<ul style="list-style-type: none"> Asks for information about an artist to student B Asks student B whether he is Bambang Pamungkas Asks student B whether he is Markus Horizon 	<ul style="list-style-type: none"> Gives information about an artist to student A (says that he is a famous football player) Answers student A's question. Says that he is a famous goal keeper Answers student A's question

FAVORITE ARTISTS

THANK YOU



9

PICTURES



The students fill up the open-ended questionnaires



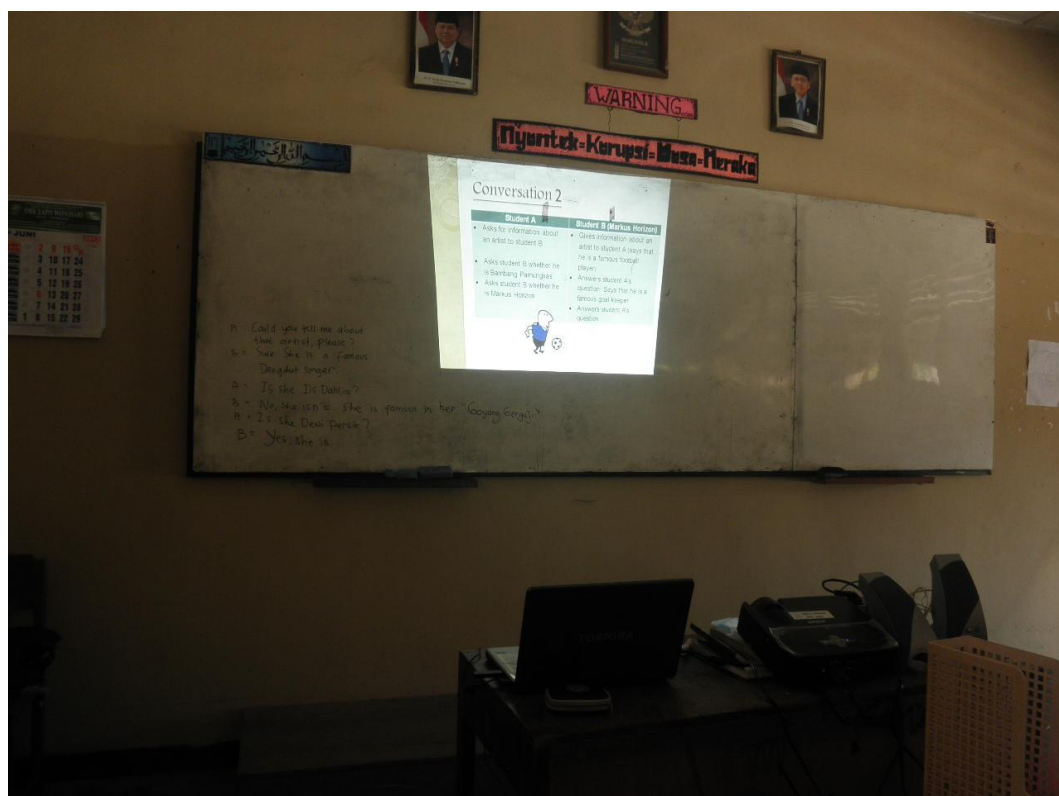
The students' performance in Pre-Test



The students play the guessing games in a group of eight



The students' performance in Post-Test 1



The use of LCD in Cycle 2



The students play the guessing games in a group of four



The students play the guessing games in pairs



The students' performance in Post-Test 2

10 LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax: (0274) 548207
http://www.fbs.uny.ac.id/

FBS/01
10-Jun-2011

Nomor : 0501/UN.34.12/IF/V/2013
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

21 Mei 2013

Kepada Yth.
Bupati Gunungkidul
c.q. Unit Pelayanan Terpadu Kabupaten Gunungkidul

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

IMPROVING THE SPEAKING SKILLS OF GRADE VIII STUDENTS OF SMP N 1 SEMANU IN THE ACADEMIC YEAR OF 2012/2013 THROUGH GUESSING GAMES

Mahasiswa dimaksud adalah :

Nama : ARMI SETYASHI
NIM : 06202244050
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Mei – Juni 2013
Lokasi Penelitian : SMP N 1 Semanu

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Fakultas Bahasa dan Seni
Dekan FBS,

Irfani, S.E.
NIP. 1964041993122001

Tembusan:

1. Kepala SMP N 1 Semanu



PEMERINTAH KABUPATEN GUNUNGKIDUL
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMP NEGERI 1 SEMANU
Alamat : Semanu, Gunungkidul, Yogyakarta ☎ 392381 ✉ 55893

SURAT KETERANGAN

Nomor : 421.3 / 119 / 2013

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Semanu menerangkan bahwa
Saudara :

Nama : ARMI SETYASIH
N I M : 06202244050
Jurusan/Progam Studi : Pendidikan Bahasa Inggris
Universitas Negeri Yogyakarta

Telah selesai melaksanakan Penelitian di SMP Negeri 1 Semanu dengan baik mulai bulan Mei sampai dengan Juni 2013 dalam rangka memperoleh data guna menyusun Tugas Akhir Skripsi (TAS) / Tugas Akhir Karya Seni (TAKS) / Tugas Akhir Bukan Skripsi (TABS), dengan judul : IMPROVING THE SPEAKING SKILLS OF GRADE VIII STUDENTS OF SMP N 1 SEMANU IN THE ACADEMIC YEAR OF 2012/2013 THROUGH GUESSING GAMES.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Semanu, 10 Juni 2013

Pembimbing



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